

# The BUSINESS EDUCATION WORLD

ACCOUNTING	Discounting Promissory Notes . . . . .	Howard A. Zucur	113
ADMINISTRATION	The Administrator Looks at the Shorthand Teacher .	John N. Given	107
ADMINISTRATION	The Mobile Business Classroom . . . . .	Leo B. Hart	81
BOOKKEEPING	October Bookkeeping Problem . . . . .	Milton Briggs	110
BOOKKEEPING	The Blackboard Is for George . . . . .	Brother B. Robert	88
BOOK REVIEW	Planning for Your Career . . . . .	Albert C. Fries	90
CURRICULUM	Wanted: One Typist . . . . .	Dorothy M. Johnson	79
EQUIPMENT	On the Lookout . . . . .	Archibald A. Bowle	124
HISTORY	John Robert Gregg . . . . .	Robert E. Slaughter	74
JUNIOR BUSINESS	The Q-SAGO Pattern . . . . .	Alan C. Lloyd	96
PROFESSIONAL	Report on Professional News . . . . .	Correspondents	64
RETAILING	Student Service-Shoppers . . . . .	R. S. Knouse	108
SHORTHAND	Difficulty of Shorthand Material . . . . .	Louis A. Leslie	85
SHORTHAND	"Substitute Shorthand for Longhand" . . . . .	Clyde I. Blanchard	89
SHORTHAND	Word-counted Dictation Materials . . . . .	The Gregg Writer	116
TRANSCRIPTION	World's Worst Transcript . . . . .	Claudia Garvey	103
TYPEWRITING	Type into Stardom . . . . .	Sister M. Therese	84
TYPEWRITING	Typewriter Ribbons Need Attention . . . . .	Robert A. Steffes	104
WORK EXPERIENCE	Beyond the Experimental Stage . . . . .	Ruth L. Silverberg	92

Vol. XXVIII  
No. 2  
\$2 a year

Skit of the Month, 90; My Teachers!, 83; Case Studies, 106  
People, 66; Groups, 68; Noma, 70; Visual, 72; Schools, 73  
Q-SAGO Unit, 98; Wits and Wags, 123

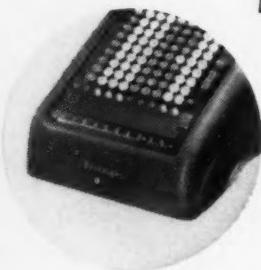
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*guy S. F. Gregg  
1-8-49 shortage*

# The BUSINESS EDUCATION WORLD

VOL. XXVIII No. 2

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THE BUSINESS EDUCATION WORLD is published monthly (except July and August) at 34 North Crystal Street, East Stroudsburg, Pennsylvania, by The Gregg Publishing Company, John Robert Gregg, President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager. Executive and editorial offices, 270 Madison Avenue, New York 16, New York; Boston Office, Statler Building, Boston 16, Massachusetts; Chicago Office, 37 South Wabash Avenue, Chicago 3, Illinois; San Francisco Office, Phelan Building, San Francisco 2, California; Dallas Office, 707 Browder Street, Dallas 1, Texas; Canadian Office, 30 Bloor Street, West, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U.S.A.

Subscription rates: \$2 a year (\$3 for two years) or 20 cents a copy in the United States and Canada; \$2.50 a year to all other foreign countries.

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Entered as second-class matter at the Post Office, East Stroudsburg, Pa., under the Act of March 3, 1879.

This magazine is indexed in *The Business Education Index* and *The Education Index*.

## Reporting on Johnny

*Devil's*

*1-8-49 shortage*

OCTOBER should be a stimulating month. Everything in nature is stimulating—the fall foliage, the first hint of sharpness in the air. Only inside the classroom is there a melancholy spirit: the first report cards of this school year are due.

These cards "report" to parents the "achievement" of their children. Report cards also provide a basis for a record of the success of the school. Both purposes are eminently worthy. It is unfortunate that report-card *grades* achieve neither purpose.

For, report-card grades tell only whether or not Johnny is maintaining the pace of his *classmates*. This relativity is based on the "normal curve." Parents, students—even teachers—have been conditioned to accept the normal curve as the authority for assigning so many A's, B's, C's, D's, and E's to students. In vocational subjects, this application is inappropriate because a normal-curve grade places a student in relation to other students instead of in relation to his training program.

A grade of A, in shorthand for example, means only that the honored recipient is at the top of his class. No one knows whether the student can, or even is expected to, record dictation given at 60 or 100 or 140 words a minute. No one knows whether the A student will be qualified for work. The parent does not know. The school administrator does not know. The student does not know. The future employer does not know.

Typical Normal Curve Applied to Grades of a Class of 33 Students

Grade	Per Cent	Number
A	7	2
B	24	8
C	38	13
D	24	8
E	7	2

WHAT WE NEED is a *reporting* card that tells the whole story, not a grade card. We need to say something like: "Our goal this year is the ability to record dictation at 120 words a minute. At the end of the first six weeks, the class has reached an average recording speed of 85

w.a.m. Your son John is above average: he has reached a speed of 90." Another card might explain: "Our typing class devoted the past six weeks to building speed on business letters. Employers require a minimum of 40 words a minute on this work. The achievement of the class is shown on the accompanying card, and the achievement of your daughter Susan is indicated."

That is *reporting*.

It would be easy for teachers of vocational business courses

### Typing Class Achievement on Business Letters

Above 52 w.a.m. ....	1
48 to 52 w.a.m. ....	6
43 to 47 w.a.m. ....	11
38 to 42 w.a.m. ....	6*
Under 38 w.a.m. ....	1

\* Your daughter Susan is included in this group.

In this issue  
of the B.E.W.

Well, we are over the hump of getting started on the new school year and are ready to settle down to a little serious reading—and a little that is on the chatty side, too. That's this month's B.E.W. for you—serious and chatty both.

**On the serious side, don't miss:**

What every teacher  
should know about work-  
study plans of education.  
(Page 92.)

What every shorthand teacher should know about the difficulty of dictation material. (Page 85.)

What every business teacher should know about the life and times of John Robert Gregg—this is the article we promised you last month! (Page 74.)

What every teacher of junior business training should know about the "Q-SAGO Pattern" for cutting his work in half and doubling achievement in the course. (Page 96.)

On the chatty side, don't miss our "features" (they are always listed on the bottom of the cover), especially:

An idea for that assembly program you have to produce—page 90.

Reports of how an experienced teacher solves her problem cases in her secretarial classes—page 106.

A chuckling reminder  
that supervisors know  
the habits of teachers! —  
page 83.

This month's WWT is the toughest we have ever published: it has 86 errors! Try to find 'em—page 102.

to make such reportings. Our objectives are defined clearly by two factors: (1) the requirements of employers, and (2) the need of each student for competency that will sustain him in his competition for advancement on the job. Our progress toward these objectives, moreover, is easily measurable.

It would be wise, too, for us to do this. The community research by which the objectives would be determined would prove to all administrators, once and for all, the need for a high level of skill, and, therefore, the justification for adequate time and tools to develop a high level of skill. Reportings give all concerned—pupil, teacher, parent, administrator, and employer—a true index to the real achievement of each child, and at the same time, provide the guidance and motivation needed

## **Professional Report**

## •COLORED MONEY

Massachusetts Representative EDITH NOURSE ROGERS wants American paper money to have distinctive colors. Writing to the Secretary of the Treasury, she urged that bills of different denominations be printed in varying colors so that people will know their values more easily. She pointed out that the Post Office uses colors to hasten our recognition of values of stamps.



## G. I. DEAD LINE

Teacher-veterans who are planning to take graduate programs on the strength of their G. I. rights may have to speed up their work. A recent Act of Congress requires vets to start their education and training not later than July 25, 1951, and to complete it not later than July 25, 1956.

This news item is of interest to farsighted schoolmen, too, it indicates the end of the heavy G. I. enrollment.

## **DECORATIONS, PLEASE**

Planners of American educational conventions might well study the program of the National Gregg Association, which recently held its first postwar convention (no, *conference*, it was called) in Hastings, England.

From an American point of view, the conference contained many unique features: afternoon teas; a Civic Reception extended by the Mayor and Corporation of Hastings (program note: evening or informal dress *and* decorations, please); group photographs scheduled for the *opening* of each sectional meeting; a national shorthand contest; and, to wind up the program (and hold attendance to the very end), a ball.

The four-day program (Friday, Saturday, Sunday, and Monday) had one other feature that American convention-goers would appreciate: numerous free periods for recreation and consultations.

### THE SCHOOLS ARE YOURS

This year American educators had long-range notice of the theme and the schedule for the annual American Education Week pilgrimage of parents to the schools. Scheduled for the week of November 9-15, with the theme, "The Schools Are Yours," the daily topics are as follows:

- Sunday: Securing the Peace
- Monday: Meeting the Emergency in Education
- Tuesday: Building America's Future
- Wednesday: Strengthening the Teaching Profession
- Thursday: Supporting Adequate Education
- Friday: Enriching Home and Community Life
- Saturday: Promoting Health and Safety

The B.E.W. recommends a review of Albert Brinkman's article in last November's issue, "Opportunity!" in which Mr. Brinkman outlined what every teacher could do in preparing for participation in American Education Week.

### JUNIOR COLLEGE FORECAST

If present trends of today gain momentum, public junior colleges will be as universal as public high schools in ten to twenty years, Dr. LEONARD V. Koos told a workshop of educational editors meeting at Lake Forest College last summer. Dr. Koos, director of research for the American Association of Junior Colleges and a member of the staff of the University of Chicago, recommended a 6-4-4 organization of public education in preference to the usual 8-4 or 6-3-3 plus two years of college. He made the distinction that the junior college will be an expansion of public secondary education, not a "tacking on" of collegiate work.

### GUIDANCE BECOMES VOCATIONAL

Say Office of Education authorities, "We do not look at vocational guidance as a means for recruiting pupils for trade-training courses. We look upon it as a means for helping all pupils choose their school and lifework intelligently."

Implication: The George-Barden Act authorizes use of Federal funds for "vocational guidance"; and the new interpretation by the Office of Education, administrator of the funds, means that it will give approval to programs of guidance that concern any problem of job adjustment—personal, educational, physical, psychiatric, and so on. Thus, schools may be reimbursed for their guidance activities.

State educational officials are responsible for setting up reimbursable guidance programs. Watch for an increase of enrollment in graduate courses in guidance, comparable to the increase in graduate distributive-education classes of recent years.

## Out of the B.E.W. 25 years ago

Anyone wishing to make a then-and-now comparison of business education should read the October, 1922, issue of the forerunner of the B.E.W., *The American Shorthand Teacher*.

In that issue is a fascinating report by Mr. B. B. Beal. He investigated the commercial departments of 57 high schools and quizzed 43 large business firms. He found . . .

That 43 per cent of the schools offered both 2- and 4-year commercial courses. The 2-year courses, however, were definitely on the way out. Businessmen (86 per cent) said they wanted diploma-carrying graduates; and 65 per cent of the schools felt a 4-year course was essential, while another 30 per cent thought the long course was preferable.

That practically all the 1947 courses were well established: bookkeeping (1 to 3 years); shorthand (2 years); typing (2 years); commercial arithmetic (1 or 2 semesters); geography (1 year); industrial history (1 year); and (1 semester each) business law, economics, salesmanship, office practice, and business organization.

That 9 per cent of the vocational work is offered in the ninth year; 18 per cent, in the tenth year; 33 per cent, eleventh; and 40 per cent, twelfth.

*That was 25 years ago!*

## Professional Report (cont'd.)

### COLLEGIATE APPOINTMENTS

**GEORGE A. WAGONER**, from Indiana University, to the University of Tennessee, as an associate professor of business education . . . **EARL DVORAK**, to Pacific University, as associate professor of business administration . . . **WILLIAM HENDRICKSON**, to instructorship at the Bozeman, Montana, State College . . . **BRUCE WEALE**, to the Business Education department at Teachers College, Columbia University, to teach courses in distributive education. Mr. Weale is now working on a doctorate at Teachers College . . . **RALPH ASMUS**, to instructorship at the Phoenix, Arizona, Junior College.

**JUANITA RAUCH**, from the Packard School in New York City, to the Northwest State Teachers College, Maryville, Missouri . . . **KATHLEEN EGAN**, to instructorship at the University of (Storrs) Connecticut . . . **W. A. COX**, from Council Bluffs, to Stephens College . . . **MRS. J. C. GAITENS**, from Nashville, to Southern Missionary College, Collegedale, Tennessee.

**DR. VIOLA DUFRAIN**, from the Northwest Missouri State Teachers College, Maryville, Missouri, to Southern Illinois University, as an associate professor of business. (Most recent literary accomplishment of Doctor DuFrain is a history of the Maryville Christian Church, soon to be published.)



VIOLA DUFRAIN



ELEANOR SKIMIN

### PERSONALITIES

**ELEANOR SKIMIN**, nationally known authority on teaching transcription, is on leave from her

Detroit University work in order to participate in teacher training in the Inter-American Educational Foundation at Balboa, Canal Zone. Miss Skimin returns sometime this month.

**DR. A. O. COLVIN**, who recently resigned as head of the Department of Business Education at the Colorado State College of Education (Greeley) has not retired: he has accepted election as managing director and secretary-treasurer of the Northern Colorado Building and Loan Association.

**MAE WALKER**, business teacher at Lincoln Memorial University, Harrogate, Tennessee, and long an active leader in Southern business-educational circles, can make a legitimate claim to culture in the most academic sense: she is editor and publisher of *The Lincolnette*, a quarterly devoted to laureate poetry and Lincolniana.

**LABRON HARRIS**, shorthand instructor at Oklahoma A&M, Stillwater, is a well-known golfer and wrestler; he coaches these sports as well as participates in them.

**HAMDEN L. FORKNER**, director of business training at Teachers College, Columbia University and president of the UBEA, and Mrs. Forkner are enjoying his sabbatical leave. The Forkners left for Europe in late August, taking their car with them, have visited England, and are now touring Europe. They will return in mid-January in time for Doctor Forkner to resume his duties in the spring semester. In Doctor Forkner's absence, **DR. THELMA POTTER BOYNTON** is acting as head of the department.

### PROMOTIONS

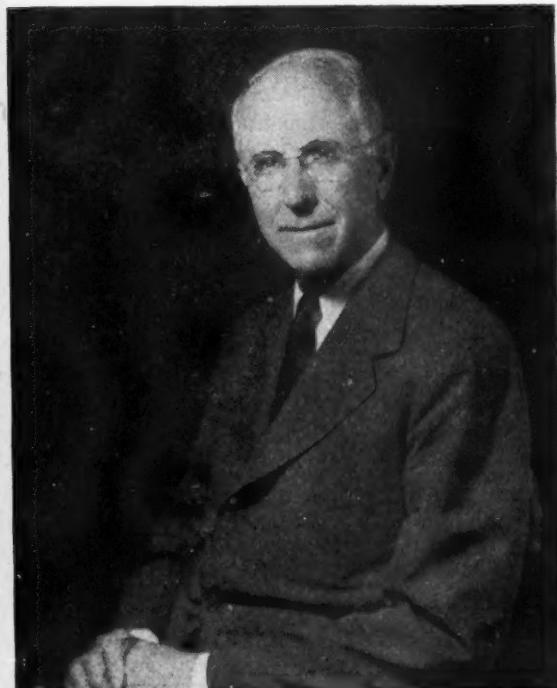
**CHARLES W. SYLVESTER**, for the past 25 years Director of Vocational Education in Baltimore and for the past 20 years treasurer of the American Vocational Association, has earned a promotion that few vocational educators achieve: he has been made Assistant Superintendent for Vocational Education and, as such, becomes a member of the Baltimore Board of Superintendents.

**CHARLES W. SYLVESTER** Assistant Superintendent Sylvester is nationally known for his authorship of the "Multi-Level Plan of Vocational Education." The plan, successfully used in Baltimore since 1935, and today serving 12,000

Baltimore youth, provides four levels of vocational education, cutting across the programs of both the junior and senior high schools.

Mr. Sylvester was honored with a testimonial dinner and a citation from his associates which read in part, "Those closely associated with Mr. Sylvester have learned to appreciate his rare business acumen . . . his keen perception . . . and his infectious quality of inspirational leadership."

ARTHUR S. PATRICK, of the University of Maryland, has been promoted and given what may be the longest title in business education: "Associate Professor of Office Techniques and Management, and Business Education."



HUBERT A. HAGAR, B.A.Sc.D

#### HONORS

The honorary degree of Doctor of Science in Business Administration was conferred upon HUBERT A. HAGAR, general manager of the Gregg Publishing Company, by Bryant College, Providence, Rhode Island, at its eighty-fourth commencement exercises held on August 8.

Others receiving honorary degrees on the same occasion included the HONORABLE JOHN W. SNYDER, Secretary of the Treasury of the United States; WINTHROP W. ALDRICH, Chairman of the Board, Chase National Bank; ALBERT E. MARSHALL, president, Rumford Chemical Works; and DR. J. ANTON DE HAAS, Harvard University Professor of International Relations.

Engaged in the textbook-publishing industry for more than 40 years, Mr. Hagar is a well-known educator, author, and businessman. His

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### **Professional Report (cont'd.)**

leadership has been recognized particularly in business education, for he has been an officer in numerous business-education organizations, has made many contributions to professional literature, and has represented Doctor Gregg and the Gregg Publishing Company at innumerable professional meetings.

Mr. Hagar has given addresses on business-education topics in schools and colleges in all parts of this country, of Canada, and of England. He was a delegate to the International Congress on Commercial Education held in London in 1932. He was twice president of the National Shorthand Teachers Association, and president of the Gregg Shorthand Teachers Federation. In addition, he has been and is a member of most of the major American business-education organizations. Currently, he is vice-president of the organization of New York City textbook publishers.

In conferring the degree upon Mr. Hagar, Dr. Harry L. Jacobs, president of Bryant College, accurately described Mr. Hagar as "an ardent advocate of greater public recognition and support of the teaching profession, and of continuous improvement in textbooks and other teaching materials for America's School."

**TRI-STATE,  
OCTOBER 10, 11**

The kick-off in the season's conventions for large business-education organizations will be the semiannual meeting of the Tri-State Business Education Association in Pittsburgh on October 10 and 11, at the Hotel Roosevelt. This meeting which will draw attendance from Ohio, West Virginia, will open with a hotel on Friday night, national meetings on Saturday, terminate with a luncheon.

Dues (\$1, which includes a subscription to the Tri-State Business Educator and attendance privileges at two conventions) may be paid at the meeting or by mail to TREASURER CLYDE B. MAY, Schenley High School, Pittsburgh. Detailed information about the program is available from ELSIE G. GARLOW, President of Tri-State, State Teachers College, Indiana, Pennsylvania.

## GROUPS



**NEW CHAPTER.** Newest chapter of Delta Pi Epsilon, national fraternity for graduate researchers in business education, was installed at the State University of Iowa in August. Installation committee (front row) included DR. EARL S. DICKERSON, national president; DR. ROWENA WELLMAN, DR. ARNOLD CONDON, and FRANCIS UNZICKER.

Charter members of Omicron Chapter (standing) included: FRANCES AAMOT; ELIZABETH LEWIS; LEONARD HOOK, editor of the chapter newsletter; BARBARA TUNNICLIFF, corresponding secretary; ARTHUR ALLEE, Omicron president; DORIS WISE; DR. WILLIAM J. MASSON, faculty sponsor; ELLEN SORENSEN, treasurer; E. L. MARIETTA, vice-president; MARY MASSEY, recording secretary; LEROY DONALDSON; and CHARLOTTE McILRATH, historian.

## GROWING PLANS

The United Business Education Association, now in its second year, is planning to expand its convention program.

The UBEA, technically a department of the National Education Association, inherited the departmental tradition of conducting a luncheon meeting at the time of the national convention of the NEA—this past summer, such a luncheon was held at the Cincinnati convention. Starting with the 1948 NEA convention, however, the UBEA will include at least three sessions, perhaps more, when the parent organization convenes.

Tidbit: last year, UBEA's membership passed the 3,000 mark; already, this year, it is approaching the 5,000 mark.

## SOUTHERN, FOR THANKSGIVING

At this writing the nature of the professional program for the forthcoming convention of the Southern Business Education Association has not been announced by PRESIDENT LLOYD E. BAUGHAM; but the Knoxville, Tennessee, host committee, headed by G. H. PARKER and ELSIE DAVIS, has released enough information about the hospitality side of the program to guarantee that the thousand teachers expected to attend the meetings will have a wonderful time in the best Southern tradition.

As a matter of fact, the good times begin before the convention itself does. The convention opens formally at the Andrew Johnson Hotel on Thanksgiving Day, November 27, and continues through noon, Saturday, November 29; but the

host committee is jumping the gun to plan a barn dance for the early arrivals on the evening of Wednesday, November 26. The regular



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Regular price 50c each, Postage prepaid. 10 per cent discount for twelve or more. Terms, cash with order, or shipments will be made C.O.D. Regular purchase order from your school will be honored.

**W. RAY CHALLONER**  
101 East Kimball St., Appleton, Wisconsin

## We Regret-

That we are no longer able to provide complete sets of back issues of the Business Education Index. The 1944 and 1945 Indexes are now out of stock. The 1940, 1941, 1942, 1943, and 1946 Indexes are still available.

## We Suggest-

That, if you wish to obtain any copies of the Indexes we still have on hand, you act quickly. A few copies of the comprehensive study, "Research in Business Education, 1920 to 1940," are also still available.

## We Explain-

That each Index is a compilation of all the professional literature in business education for the calendar year indicated in the title. It is especially valuable to graduate students and libraries. Because the Index contains a list of all publications that accept manuscripts on business education, the Index is valuable to authors, too.

## We Invite-

You to use the following coupon to place an order at once. Remember, please, we must give all orders first-come-first-serve recognition.

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- Business Education Index, 1941...75
- Business Education Index, 1942...75
- Business Education Index, 1943...75
- Business Education Index, 1946...1.00

Payment  Check  Money Order for \$..... is enclosed.

Name .....

Address .....

## Professional Report (cont'd.)

Fellowship Dinner will be held on Thanksgiving Day; special luncheons for Delta Pi Epsilon members and college reunion groups are scheduled for noon, Friday; a banquet and ball (formal dress) for that same evening; and another luncheon will end the convention on Saturday.

MISS ELISE ETHEREDGE, Association secretary and director of memberships, has asked that members forward their dues (\$2, which includes convention privileges and a subscription to *Modern Business Education*, Association quarterly) to her before the convention, if convenient. Her address: Senior High School, Columbia, South Carolina.

### WHO BELONGS TO THE NOMA?

A recent survey conducted among members of the National Office Management Association points out to business teachers the fact that NOMA members are well qualified to give first-hand information about business procedures and business requirements—a matter of great importance these days when so many business teachers want to know about office and store standards, employment practices, and so on.

### TITLES OF MEMBERS

Rank	Percentage	Rank	Percentage
1. Office Manager	25.55	11. Supervisor	3.23
2. Manager	8.65	12. Auditor	2.71
3. Controller	8.19	13. Director	1.94
4. Treasurer, or Assistant	6.45	14. Methods Ana- lyst	1.81
5. Secretary, or Assistant	6.39	15. Credit Mana- ger	1.68
6. Account- ing Personnel	6.19	16. Adminis- trative Of	1.42
7. Personnel Di- rector	5.23	17. Cashion (bank)	1.16
8. Secretary - Treasurer	4.39	18. EDUCATOR	1.10
9. Depar t - ment Manager	3.35	19. M i s c e l - laneous (Own- er, Paymaster, others)	7.29
10. Vice - Presi- dent	3.29		

### ACTIVE EDUCATORS

Add to last month's list of educators who are actively participating in the NOMA meetings: DUNCAN HYDE, supervisor of business education in Baltimore, is president of the Baltimore chapter.

Use coupon on page 124 for more information.

# CASH PRIZES FOR BUSINESS LETTERS!

First Prize .....	\$50
Second Prize .....	25
Third Prize .....	15
Fourth Prize .....	10
Next Ten Prizes .....	5



THESE PRIZES WILL BE AWARDED to teachers submitting the best collection of business letters, 25 minimum total, representing one or more types of business. The B.E.W. takes pleasure in announcing this contest, the purposes of which are: (1) To help determine what changes have taken place in the style and content of business correspondence since the war. (2) To help incorporate these changes in shorthand, typing, and secretarial instructional materials. Here is your chance to make a valuable contribution toward keeping your school materials up to the minute with current business practices—and to win a cash prize at the same time!

## The Facts in Brief

1. Each entry must consist of at least 25 letters.
2. The letters may come from one or more types of business; such as, advertising, automobile, banking, aviation, building, fuel, insurance, investment, law, radio, transportation, and so on.
3. Letters must represent a variety of lengths but must not contain fewer than 100 words.
4. Letters must be real letters or copies of real letters written by business firms since World War II and not previously published in any form.
5. All names used may be changed.
6. Letters should be suitable for the average second-year course in shorthand or typing; they should not be too technical.
7. Entries will not be returned; all letters submitted become the property of the publisher of the B.E.W.
8. Entries will be evaluated on the basis of business and technical vocabulary, English construction, and variety in length. Typographical perfection will not be a consideration. The judges will be: E. Lillian Hutchinson, Clyde I. Blanchard, Harold H. Smith, Charles E. Zoubek, and Alan C. Lloyd.
9. Duplicate prizes will be awarded in the event of a tie.
10. All entries must bear a cover sheet giving:  
Your Name  
Your Position  
Name of School  
Complete Address of School
11. Address your entry: Letter Contest Editor,  
THE BUSINESS EDUCATION WORLD, 270  
Madison Avenue, New York 16, New York.
12. All entries must be in the mail by November 15, 1947. Mail flat, first class.

GET IN TOUCH, NOW, with one or more business firms; send your letters as soon as possible; win one of the big cash prizes as a Christmas present to yourself!

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### ESSENTIALS OF AMERICAN BUSINESS LAW

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## Professional Report (cont'd.)

Several other educators are the chairmen of the education committees of their local chapters: DR. EARL W. ATKINSON, San Jose, California; G. W. WALLACE (Henderson Secretarial School, Limited), Calgary, Alberta, Canada; MILDRED J. O'LEARY, Swampscott, Massachusetts; MRS. JEAN CASTERS, Buffalo; CLARE SHARKEY (Parker Vocational School), Dayton; R. E. SEIFFER, Evansville, Indiana; THOMAS B. KIMBROUGH (Furman University), Taylors, South Carolina; G. H. PARKER, Knoxville; FREDERICK G. FOX (Los Angeles City College), Los Angeles; ARTHUR WALKER (State Board of Education), Richmond; G. D. MELVILLE (High School of Commerce), Springfield, Massachusetts; R. W. MACLEAN (Manitoba Commercial College), Winnipeg, and H. B. HURSH (Hursh Business College), Duluth. Of the 89 NOMA chapters, therefore, 11 have educators directing their educational liaison work with schools.

### NOMA'S FIRST INSTITUTE

There are 101 reasons why NOMA's first office-management institute, held this past summer at the University of Tennessee, should be considered a success. One short-cut reason: 101 persons attended—73 businessmen, 28 educators.

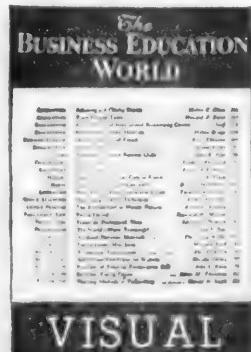
### ENTRANCE TESTS

A total of 2,040 testees took the 1947 Business Entrance Test sponsored jointly by NOMA and the UBEA. Of these 2,040, satisfactory achievement was earned by 60 per cent: NOMA has issued 1,221 Proficiency Certificates.

### TEXT-FILMS

Newest development in audio-visual aids is the text-film, a film strip or motion picture prepared specifically for correlated use with a designated textbook. To the McGraw-Hill Book Company goes the credit for the development of this new learning aid and for the production of the first films to bear this identification. Four series of text-films have been completed, all on the collegiate instruction level. Each series consists of five to seven motion pictures and an equal number of slide films, and each series is correlated with a text.

Three of the series deal with engineering and health instruction; but the fourth series,





Scene from "Maintaining Classroom Discipline," one of the new text-films on teacher education. "Two detentions!" the angry teacher is saying, illustrating what happens when there is a lack of understanding between teacher and students.

"Teacher Education," will be of interest to all teacher-trainers. One film reviewed by press representatives, "Maintaining Classroom Discipline," was fascinating, was technically accurate, and was professionally adequate; if the other films in the series are as good, McGraw-Hill has presented educators with a fine, new tool.

The films are for sale only and may be obtained only from the producers. Although plans for expanding text-film offerings have been announced, none of those planned concern secondary-school or business teacher-training areas.

#### ARTYPING ENTHUSIASTS

Fans of Julius Nelson's annual artyping contest and typicturing addicts will be particularly interested in two sets of 34 mm. silent film strips that Mr. Nelson has produced for those who find fascination in making decorations and pictures on the typewriter.

Part I consists of borders, ornaments, lettering and monograms, and other appropriate patterns for beginners in the art. Part II is truly "advanced," for it contains reproduction of many prize-winning portraits, scenes, and other pictures that have been entered in artyping contests.

Cost: \$5 for the two films, or \$3 for either one. Agency: BEVA, P.O. Box 5, New York 23, New York.

#### THE QUIZ IS THE PUNCH

"The Sale and How to Make it" is a new sound slide film produced for store training use. It shows what can be done to increase the ability of a girl to make more sales over the retail counter. As such, the film is equally useful for in-school courses, for it deals with customer ap-

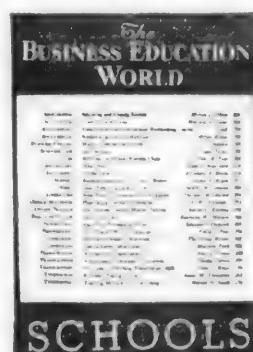
proach, use of colorful "selling vocabulary," demonstrating, suggesting, dealing with undecided customers, substitute selling, and so on.

Following the sound portion of the film is a "photoquiz" sure to provoke group discussion through evaluation of a series of right-or-wrong pictures. For information: Visual Training Division, Syndicate Store Merchandise, 79 Madison Avenue, New York 16, New York. Sale, only: \$25.

#### AUDIO-VISUAL LIBRARIES?

Just getting under way is a study of public library facilities to see whether public libraries might not become repositories for educational films, from which one could "borrow" a film in the same way that one now borrows a book.

The study is part of a 2-year survey of American public libraries sponsored by the Twentieth Century Fund.



#### ALBANY

Surest sign of progress in business education is the growing pride schools are demonstrating in their growth and contributions — public and private schools alike.

For example, the Albany Business College, of Albany, New York, recently celebrated its "90 Years of Progress." Founded in 1857 as Mercantile College, one of the chain of Bryant and Statton business schools, Albany Business College has reflected in its own growth the history of business education. In 1857, its curriculum included only business arithmetic and penmanship—telegraphy was taught long before stenography. From a few rooms it grew to need and to build a college building—that was in 1893. In 1884, women were admitted to the school; and in 1898 the school advertised that it had a telephone in its office! By 1912, when 716 students were enrolled, 524 were girls—signs of the times. In four generations, over 40,000 men and women have received their training at A.B.C. Growth, contribution, pride!

#### BETHLEHEM

Another celebration: the Bethlehem (Pennsylvania) Business College is another school that paused to note its birthday recently: the institution was fifty years old on May 17; and a testimonial banquet honored its president and founder, WILLIAM M. MAGEE.

(Continued on page 114)

# John Robert Gregg

Inventor, Educator, Benefactor of Mankind

ROBERT E. SLAUGHTER

IT was on August 21, 1893, that John Robert Gregg arrived in Boston, U.S.A. Three weeks previously he had sailed from Glasgow, Scotland, where he had gone from Liverpool, England, to bid his family goodbye. Crossing the Atlantic was slow and arduous in those days—all the more time for young, eager John Robert Gregg to contemplate the establishment of his shorthand system in America, *and beyond*, and to teach the system to two young men whom he had met on the boat. One of the young men had already decided to learn another of the many shorthand systems in existence at that time; in fact, he had with him on the boat a complete set of textbooks in the system. But he couldn't resist the natural simplicity and beauty of Light-Line Phonography and the missionary conviction of the author. John Robert Gregg had invented a completely natural shorthand writing system, within the reach of the humblest capacity, and he knew it. Now, his mission was to give it to the world.

### *Shorthand Student in Early Boyhood*

Born in Rockcorry, Ireland, on June 17, 1867, John Robert Gregg at the age of ten studied Odell Shorthand (an adaptation of the Taylor system, which had been published in 1786). He liked shorthand immediately; in fact, the possibilities of shorthand as a simple means of abbreviated, rapid writing *for everyone* caught his imagination. He became an avid student of shorthand, studying by himself, as was the custom of shorthand students in those days. He took up Pitman; then Sloan-Duployan, which he wrote expertly. He mastered the Pernin adaptation of Duployé and wrote the Jean P. A. Martin version of the same system. He studied the German systems of Gabelsberger and Stolze in adaptations to English.

He liked certain features of these systems, disliked others. He recognized and fully appraised the importance of light lines, absence of shading, absence of position writing,

connective vowels, and the slant of longhand writing. With these features as a starting point, he set out, when he was fifteen, to develop the alphabet of his *ideal* shorthand system—a system based *completely* on natural writing principles.

### *Experiments with Alphabets; Makes Brilliant Discovery*

John Robert Gregg was convinced that the permanence and the strength of a shorthand system lie in its alphabet, and the history of his system bears out the truth of that conviction. Today, Gregg Shorthand, which enters its sixtieth year of publication in 1948, is the most widely used shorthand system in the world; and, with the minor exception of the shorthand stroke for the combination *ng*, not a single character of the alphabet has been changed since it was originally published.

The Mitchell Public Library in Glasgow, the city to which his family had moved from Ireland, was a source of great help to this young shorthand enthusiast. He spent many evenings there. As he experimented with shorthand alphabets, literally hundreds of them, an idea occurred to him that had escaped shorthand investigators and inventors for centuries—an idea that, combined with its other natural features, gives Gregg Shorthand its remarkable fluency and speed.

Theretofore, shorthand inventors had assigned the most easily written characters of their alphabets simply to the most frequently used individual letters of the language. No consideration had been given to the frequency with which the letters occurred in *combination* and to the vital importance of assigning characters of the alphabet that are written most easily in combination—joinings—to the most frequent combinations of letters. That was the brilliant discovery made by John Robert Gregg and consistently adhered to in the construction of the alphabet of his system, and this feature of the system is largely responsible for the success it has attained.



1877



1888

1893

## Inventor

Born in 1867, John Robert Gregg had learned Taylor Shorthand (Odell adaptation) by 1877, when he was ten. In the next ten years he learned four more shorthand systems (even won a contest with one of them, the Sloan-Duployan system); and he had invented and published in Liverpool his own "Light-Line Phonography," now known as Gregg Shorthand, before his twenty-first birthday in 1888. In 1893, he came to America. The picture at the right shows Mr. Gregg, twenty-six, teaching an evening class at the Boys Institute of Industry, in Boston.

### *Completes System at Nineteen; Publishes It In Liverpool*

At nineteen years of age the young inventor had completed the construction of his ideal shorthand system. Then, as now, it was based on the elements of ordinary long-hand; it eliminated shading and position writing; it provided for the insertion of vowels and the writing of consonants in their natural order; it used a predominance of curve motion, the most important element of either longhand or shorthand writing; it provided for the natural blending of consonants and the elimination of nearly all obtuse angles; it assigned strokes most easily joined to the most frequent combinations of letters; it was written along the line in an easy, continuous flow of writing. That was the shorthand system that John Robert Gregg, then twenty years of age, published as "Light-Line Phonography" in 1888 in Liverpool, England, where he had opened the "Light-Line Phonography Institute" on the top floor, ten flights of stairs, of the *elevator-less* Imperial Building, at 62 Dale Street. That was the shorthand system that five years later John Robert Gregg brought to America, in revised form.



### *Reaches America in Panic Year*

In 1893, the year that Mr. Gregg, then twenty-six, reached Boston, the country was gripped by a severe panic—an anxious, forbidding reception for the young inventor of Gregg Shorthand. With his limited capital, \$130, he published the first American edition of his system in two pamphlets and founded a school, the equipment of which consisted of a roll-top desk in a room containing desks engaged by ten other "firms." The students, when there were any, sat at the two desk ledges for their lessons by appointment.

The struggle was extremely difficult; times were bad; one-half the stenographers in Boston were out of work. Shorthand schools in the city were teaching Graham, Benn Pitman, Isaac Pitman, Beale, and other systems by local authors. The competition was very keen. Mr. Gregg's "capital" vacillated from zero to a pittance. Time and time again he was tempted to give up; in fact on one occasion, when his diary read, "5c left," he offered his system to a publishing company; but fortunately no reply to the offer was ever received.

Difficult though the struggle was, he would not give up.

Speaking sometime later of his conversation with Frank Rutherford, an associate in the Boston school, after their first Christmas dinner in America, Mr. Gregg recalled, "We wanted young people to be able easily to acquire an art that had always been hard, if not tedious, to learn. I had reached the advanced age of twenty-six and felt ready to do battle with the conservatism of the whole educational and business world—for business, too, was pretty conservative back in 1893."

### *Moves West; System Takes Root*

In December, 1895, Mr. Gregg moved to Chicago, where he established the Gregg School of Shorthand and where, in 1896, he became an American citizen. From Chicago, his system began to spread across the country by 1900. In 1910, Fred Gurtler, a Gregg writer, won the coveted Miner Medal; and the following year, 1911, Charles L. Swem, a lad of eighteen, wrote in Gregg Shorthand a jury charge at the rate of 237 words a minute, 10 words a minute faster than any previous record. The superiority of Gregg Shorthand seemed certain; it was proved beyond question when six of the last seven world's shorthand championship contests, originally established by the Eastern Commercial Teachers Association and later conducted by the National Shorthand Reporters Association, were won by Gregg writers. The handsome championship trophy is now in the permanent possession of one of these writers, Martin J. Dupraw, who won the contest three times in succession.

Today, the system is taught in 96 per cent of the public and private schools of the United States that offer instruction in shorthand. It is the shorthand system selected and offered to men and women in the armed forces by the United States Armed Forces Institute. It is adapted to and today available in eleven languages besides English, the latest adaptation being for Tagalog, the native language of the Philippines.

### *Turns Attention to Education*

Mr. Gregg has not been content simply to give the world a shorthand system based completely on natural writing principles. For his invention to serve its maximum usefulness, he realized that it must be widely taught

and taught well. He realized that the system must win its way into public and private schools everywhere; that adequate, effective teaching materials, methods, and techniques must be made available; and that teachers must be properly trained to teach the system. Always zealously interested in the merits of his invention, particularly during the early years when it was so bitterly attacked and opposed by the proponents of other systems, he turned much of his time and effort to the educational phases of his invention soon after its completion.

### *Private School Dominates*

In 1893, the year that Mr. Gregg came to America, the private business school was clearly the predominant educational institution offering instruction in business subjects. There were reported in that year to the U. S. Commissioner of Education 518 private business colleges, with a total enrollment of 115,748 students. Business subjects were offered in just a few high schools. In fact, it is estimated that only 15,000 students were enrolled in business courses in the high schools of the country in 1893.

From its inception to the 1870's, the core of business subjects offered by the private business school consisted of penmanship, which was considered a basic business subject; bookkeeping; and arithmetic. That triumvirate of subjects was offered also by the few high schools that then taught commercial subjects. Phonography, as shorthand was commonly known in that day, was introduced into the high school program in 1862 in St. Louis and was also offered in the private business school in that same decade. But the offerings of the subject were sparse and not for stenographic purposes. It was recommended in the St. Louis program as a course having general educational values; and it was taught, when it was, in the private school for purposes of reporting.

### *Typewriter Invented; Efficient Methods of Operation and Teaching Lacking*

In 1873, a turning point occurred in the development of commercial education. The first practical, commercially marketable typewriter was ready, after 150 years of experimentation by various inventors. Its possibili-



1897



1907

## Educator

In 1895, John Robert Gregg moved to Chicago from Boston. His assets at that time: \$75 and a system of shorthand. But, by 1897, at thirty, he was not only teaching his shorthand system, but was teaching how to teach it as well — in his own school. Ten years later, at forty, he was devoting more time to the management of his publishing house, the Gregg Publishing Company, already a giant in the field of textbooks for business. By 1913, the celebration of the Silver Jubilee of Gregg Shorthand found him, at forty-five, recognized internationally as an educator.

1913



ties as a mechanized medium of communication, dreamed of for years, were now a reality. But an efficient method of operation had not yet been developed; that did not come until 1878, and then accidentally!

Lacking a satisfactory method of machine operation, a satisfactory method of training typists had not been devised. The conception of such a method was a later development over which John Robert Gregg had a vital and lasting influence. In the meantime, the typewriter found its way into the private business school and the high school; but typewriting instruction was haphazard and individual.

### *Touch Typing Started Accidentally*

Mr. Gregg has told the amusing but momentous story of the beginnings of what became known as the *touch* method of typing. A young court reporter in Grand Rapids, Michigan, named Frank McGurrin, who typed quite skillfully by *sight*, the only method known at the time, bragged about his skill to a lawyer, who called in the office. "That's nothing," replied the lawyer, "there's a girl over in the office of the District Attorney who can write on the typewriter while she is looking out the window."

Not to be outdone by the young woman, the envious young court reporter immediately made an eager, even anxious, study of the keyboard. Could it possibly be true that a person could type without looking at the typewriter keys? After studying the keyboard, young McGurrin made a chart showing the locations of all the letters, which, incidentally, were the same as they are today on the standard keyboard. Then he proceeded to operate the machine from the chart with a handkerchief over the keys. After a few months he, *too, so he thought*, could type while looking out the window. About a year later he went over to the district attorney's office to see the girl who, he had been informed, could do likewise. To his astonishment he found that she could type with just two fingers and not a word without looking at the keys! But a great art had been brought into existence by a young man's trying to emulate something he thought had been done, but actually had not. Touch typing was born, and Frank McGurrin is credited with the discovery. The year was 1878.

Frank McGurrin, and later his brother, Charles, became typewriter demonstrators engaged by the Remington Typewriter Company, which sent them around this country

and abroad demonstrating their wizardry at typing by touch. They helped spread touch typing all over the world. It was talked about and advocated at conventions of business teachers. In 1900, A. C. Van Sant, proprietor of the Van Sant School of Shorthand, in Omaha, Nebraska, brought to the Chicago meeting of the National Commercial Teachers Federation, at the invitation of the chairman of the program committee, some of his students trained in touch typing at his school. Mr. Van Sant gave an eloquent speech about touch typing and the charts that he used in teaching students to type by touch. The students typed at 60 words a minute, and the convention was carried off its feet.

### ***The "Rational" Theory of Typing***

From 1900 on there were many advocates of touch typing and about as many methods advanced for teaching it. The prevailing theory then was that the student should learn each row of keys from right to left, or vice versa, beginning with the little finger and taking one row at a time. About that time Mrs. Ida McLenan Cutler, head of the typewriting department of Dement College, Chicago, called on Mr. Gregg for the purpose of interesting him in her particular method of teaching typewriting. She had trained a student who wrote over 70 words a minute by touch without error, using what at the time was a *radical* method. Her idea was that the student ought to begin, not by training the weakest fingers, but by training the fingers the student could use from the first—the index fingers. She had prepared a manuscript based on the theory and wished Mr. Gregg to publish it. The idea appealed to him as logical, and he purchased the manuscript although it needed considerable revision.

He explained to Mr. Rupert P. SoRelle, a teacher in the Gregg School, the idea of starting with the index fingers and, without showing him the manuscript, asked him to work out a few lessons applying the idea. Mr. SoRelle did so. Studying the results, Mr. Gregg found that Mr. SoRelle had, in work-

ing out the lessons, made still another great advance in the teaching of typewriting. Rather than have the students move along a row of keys, the technique of all other methods at the time, including Mrs. Cutler's, Mr. SoRelle introduced the idea of finger "reaches" to the different rows of keys. The manuscript, incorporating the first-finger-first approach and the technique of finger "reaches," was published by Mr. Gregg in 1902 under the title of "Rational Typewriting," with Mrs. Cutler and Mr. SoRelle as co-authors. After defeating no little opposition to the teaching innovations in this text, the book swept the country. The first-finger-first approach and the technique of finger "reaches" from one row of keys to another have been incorporated into almost every major typing text published since that time.

### ***Shorthand, Typewriting Open New Field of Employment***

Touch typewriting and shorthand combined to equip a new and invaluable worker for business and industry—the office stenographer and secretary—a field of employment that has provided a constructive, desirable means of livelihood and advancement for millions of young women and young men. The bars to young women for employment in offices, long maintained by inadequate opportunity, misunderstanding, and prejudice, were down! Women proved themselves adept at typewriting, shorthand, and other stenographic and secretarial duties, and today they are in the majority in this field.

Touch typewriting and shorthand became the "twin arts" of commercial education. They quickly dominated the instructional program of the private business school, and the training of stenographers and secretaries has remained to this day the major service of this educational institution, which has contributed so much to the history of business education.

*(Continuing next month, Mr. Slaughter reviews the growth of public-school business education and the part Mr. Gregg played in that growth.—Editor)*

**UNITY** • At the Hotel Statler in St. Louis, the National Council of Business Schools will assemble for its fifth annual convention on November 27, 28, and 29. "Unity," the convention theme, indicates that attempts will be made to combine into one powerful organization the three major business-school associations: the American Association of Commercial Colleges, the Independent Business Schools Association, and the National Association of Accredited Commercial Schools.

**W**HEN articles like this one, complaining about the *status quo*, come to the magazine I work on, one of the manuscript readers notes on the comment sheet, "Just another complaint. Rejection slip." Most of those manuscripts go on about how women don't get a square deal. My subject is different: Not enough people know how to typewrite.

This fact hit me hard, not for the first time, when we needed a new person on our staff a few months ago. We wanted somebody who could type, and that was all we required—just somebody who could type from rough copy so that our printer could read the result.

Of course a stenographer would have been nice. We could certainly have used a girl who could take dictation, but girls who could take dictation even at a snail's pace weren't to be had and wouldn't work for a beginner's salary.

Editorial assistants? Yes, indeed. We could have used an editorial assistant. We would have given the typist a title like that if it would have made her happy—and if we could have found a typist. The girl we had in mind would be able to type—at no spectacular speed; 40 words a minute, maybe—and would be willing to learn to do other things. Any girl in our small office gets a chance to do practically anything that's involved in getting out the magazine if she shows the slightest interest in finding out how to do it.

Optimistically we asked the employment agencies to send around girls who could type and—we didn't make a point of this—had enjoyed their high school English courses. We didn't require any business experience. We would attend to that ourselves.

Our staff members dreamed happily of the future. We would be so nice to her! We would see to it that her work wasn't monotonous. We would train her to read incoming manuscripts (this makes a beginner feel drunk with power); she could learn our editorial policies and how to distinguish good (or at least possibly publishable) manuscripts from bad ones. We would teach her how to write

# Wanted: One Typist

DOROTHY M. JOHNSON  
*Managing Editor, The Woman Magazine*

tactful rejection letters. We would train her in magazine dummying and give her a start in learning how to do proofreading, editorial styling, and rewriting. She could try her hand at writing original articles and get her name in print if she had inclinations that way. She could do it on company time, too. She could learn more than any journalism course could teach her.

And in a year or so, we know very well, she would go out and get a better job for more money because she had learned so much about magazine work. She might land on one of the fashion magazines and come back wearing a Hattie Carnegie outfit, to high-hat us all; but we would have loved her anyway.

Well, our little high school typist never did turn up. The employment agencies did their best—but all our applicants had at least one college degree! One of them had her master's and knew three foreign languages.

Some of the things we were willing to teach at no charge these applicants had already learned at a cost of several years and a lot of dollars. But not one single girl could type.

They were very nice girls. I interviewed them and was impressed by their poise, their eagerness to work, their willingness to learn. But nobody else interviewed them; I didn't send them on to the boss because it was no use. What we needed was a typist. Typists didn't need jobs; they all had jobs. The college graduates, the arts majors, who had the background for magazine editorial work and longed to do that kind of work, didn't have the elementary skill that would have got them started on a career.

**Miss Johnson, distinguished writer and editor, meets too many liberal-arts graduates who are vocational cripples in journalism because they do not know how to typewrite.**

I'm not suggesting that every school turn out all its students as skilled typists; but we're getting too many vocational cripples, handicapped and terribly limited in getting their first jobs just because they can't operate the little old machine that is the keystone of modern business.

SOME of the juiciest jobs in advertising and magazine publishing go to young women who have studied home economics and can write. If I were starting all over again, and knew what I know now about job opportunities in the higher brackets, I'd take home economics along with the English I did take. And of course I'd learn to type—but I did, at the age of twelve, with a keyboard chart and my mother being very stubborn about which fingers were supposed to strike which keys. (She learned from a keyboard chart, too.)

Typing and shorthand were taught in my high school, so I took both and have used both constantly ever since. (There was a time, after I'd been a stenographer for a couple of years, when it began to look as if I'd never again be able to write anything in longhand except my signature.) The credits in those subjects were acceptable for college entrance in my home state, Montana, and I hope it's still that way. When typing doesn't earn school credit, it's hard to convince a student that he ought to take it just because he will need it some day. It should either be a credit subject or else noncredit but required, like physical education. I learned two or three steps of the Highland fling in physical education, but no prospective employer ever asked me to dance for him.

Two summers ago we had a brilliant and most agreeable girl working in our office temporarily. She was eager to learn, and she remembered everything we told her. She got along happily with everyone, didn't object to doing chores that involved getting her hands smeared with rubber cement and wasn't afraid of going out to interview people for magazine articles. She had everything—except typing skill. The small amount of typing she did had to be picked out, one finger at a time, with so

many strikeovers that it was barely legible. I used to give her pep talks about learning to type. Sweet as she was, she was adamant on the subject.

"I want to go into journalism when I finish college," she explained earnestly; "and, if I did typing, I'd be afraid of getting stuck on a secretarial job."

She graduated last spring; and her college employment service wrote for a recommendation, specifically inquiring what, if anything, was wrong with her. I praised her to the skies—co-operative, adaptable, learns quickly, very neat, plenty of initiative. Oh, lots of praise, because she really is superior. But, being honest by nature, I added, "Unless her typing skill has improved greatly since she worked for us, I am afraid she will be handicapped for many jobs."

Sometimes I wonder what the great outside world thinks a magazine editor does. I suspect that the eager young bachelors of arts think lady editors spend all their time at fashion shows at the Monte Carlo and press luncheons at the Waldorf. To be perfectly honest about it, staff members of women's magazines have plenty of invitations to such places; and we get quite a lot of elegant free lunches, paid for by hard-working press agents who know from experience that they'll have a better chance to talk across a tablecloth than across a piled-high desk. We meet celebrities once in a while, too. But all the editors I know spend a heap of time just plain working, and all the editors I know can turn around to face a typewriter without a tremor and work it up to a rattling good speed. Of course there are some top-notch editors who won't admit it.

What I wish is that arts students might be encouraged to learn to typewrite—even urged to learn. I wish they could get credit for learning, because then they would see some sense in it.

• • •

Too many of them, eager and capable, full of learning and potential good works, are coming forth into the wide world and failing to get beginning jobs that high school graduates *who can type* don't even want.

**WATCH FOR THIS:** "Business-letter Phrase Frequency Count" and an enumeration of the 200 phrases most used today, by Charles E. Zoubek. It will be in an early issue of the B.E.W.



Miss Gwendolyn Bozarth teaches typing to rural eighth graders in the Kern County Panama School.

## The Mobile Business Classroom

LEO B. HART  
Superintendent of Schools  
Kern County, California

An ingenious school administrator finds a way to bring business courses to rural schools

THE children attending our small rural schools certainly have a right to as good an education as that provided for all other children. To this most people agree and willingly support efforts to provide opportunities in the little red schoolhouse that compare favorably with offerings of most modern urban centers.

Most people, unfortunately, are not too well acquainted with the small rural school and the possibilities it has for playing a vital role in the perpetuation and development of our community and national life. It is a very important cog in our chain of democratic institutions. The rural school touches more closely the individual, the family, and the neighborhood than does any other segment of our pub-

lic-school system. In our nation-wide endeavor to consolidate, to create "larger administrative units," we shall lose much if we fail to retain the personalized services of the small rural school. The opportunities for enriching the educational program of this institution without loss of its common touch are limited only by the ingenuity and resources of our educational leaders.

### *Why a Mobile Unit*

The mobile unit provides one way by which the children in the rural schools may enjoy educational advantages heretofore reserved for their city cousins. By this method, business

courses, homemaking courses, and shop courses have been taken to the rural schools of Kern County, California, for the past eight years.

We inaugurated the plan of "mobilizing" education and sharing the cost with neighboring schools and the county office in 1939. It followed as a result of tours of our elementary schools. The tours were arranged and conducted by the county superintendent to acquaint the people of the county with conditions in their schools, to get their reactions to existing needs, and to reveal to an interested nucleus of patrons some plans for improving the total educational program.

The low-income districts had poor buildings, a dearth of equipment, a limited amount of supplies, and a restricted program. This condition was not the fault of the taxpayers, the teachers, or the children. All were doing their best to have a good school. The wealthy districts were well housed, had good equipment, and a generous amount of supplies; yet they, too, had a restricted program. In one instance a wealthy district had attempted to step up its program by employing a full-time arts-and-crafts supervisor, a full-time shop man, a full-time music supervisor, a full-time librarian, and a full-time home-economics teacher to augment the already adequate faculty. As a result, there was too much teaching personnel; the teachers were idle a good share of the time, and the program of the whole school became dull and spiritless.

From these observations it seemed evident that there was a need for a program that would provide each school with the services it wanted, but only to the extent that such services contributed constructively to the life and spirit of the school.

#### *Arrangements*

The plan of sharing the services of the mobile units and prorating the costs has proved to be both practicable and popular. Each spring, before budget-making time, a notice is sent to the trustees and administrators of the sixty-two rural schools of the county advising them of the educational services to be available the next term. Each service is described and the cost for each is noted. Included with the notice are forms on which each district signifies which, if any, of the services it would like to share for the ensuing year.

An authorization is signed by the trustees empowering the county superintendent to draw on the district funds to establish a fund from which the salary warrants are paid. The instructors thus receive only one monthly check instead of a separate check from each school district. If a district is too poor to afford the service, the district may be included in the schedule and its share of the cost absorbed by the county office.

The teacher is selected by the county superintendent and sent to interview the administrator or trustees of each district. The teacher receives a contract from each district and is a member of the faculty of each school he serves.

The Commercial Unit is our most recent venture in the field of co-operative services. A course in typing had been given to fifth-, sixth-, seventh-, and eighth-grade pupils in one of our rural schools as an experiment. The instructor for the course was provided by the county office as an emergency teacher, without cost to the district, in order to relieve the local board of any pressure in case of community opposition. The course proved to be so popular, and the children at all levels advanced so well, that the district assumed the cost the second year and enlarged the program. The district has since added shorthand to the electives for its eighth-grade pupils.

With this successful experiment as a background, the mobile commercial unit was launched. A new thirty-five passenger school bus of war vintage, affording plenty of head room for the teacher to walk upright, was equipped as a new "roadable" classroom. In order to keep down expenses, the original seats were not disturbed. Adjustable table tops were fastened to metal straps bolted on the back of each seat. The seats are wide enough to allow adequate room for a typewriter, book, papers, and other supplies.

The schedule of the unit is worked out cooperatively with the administrators of each school. Every Monday morning the unit appears at school No. 1. During the noon hour it goes to school No. 2. Tuesday morning it appears regularly at school No. 3, and that afternoon it is at school No. 4. Thus each day throughout the week it goes on a definite schedule to the ten schools it serves.

The unit is a part of each school's program. Classes start in the unit at the same time they

start in the other classrooms. The children taking commercial work report to the unit and spend their period in the unit. At the close of their period they report to their next class and a new group reports to the unit.

The teacher is the important factor in the success of this venture. The young lady that launched and pilots the rubber-tired classroom is doing her first year of teaching. She has done a fine job and loves it. She is very much pleased with the progress of her pupils, and the schools are happy with the service.

The unit is equipped with typewriting, adding machines, and a duplicating machine. Other equipment could be added. Supplies are carried in the unit. Each school is encouraged to rent or to buy three or four typewriters and schedule the "commercial students" for brief practice periods daily during the week.

Our rural students are finding commercial training most interesting. They are encouraged by their success to go on with their education. They are finding a new interest in school through a training that leads clearly to a definite objective and provides them with a meaningful and practical education.

Many of our rural children do not complete the four years of high school. Some enter high school with no idea of graduating. Many are discouraged by reason of economic necessity, by parents who fail to see the value of an education, and by a multitude of social forces, from attending school beyond the requirements of the law. High school courses are usually organized to give most commercial work in the eleventh and twelfth years, and of course these children are out of school before those grades are reached.

Over 200 fifth-, sixth-, seventh-, and eighth-grade pupils started their commercial training in the mobile unit this year. Some of them will go on to area senior high schools; the younger ones will take advanced work in the unit next year and so long as it is available to them. Other units may have to be added from time to time to serve additional schools; but, whatever the future of the unit may be, we are satisfied that the lives of many boys and girls are being made happier, richer, and more purposeful because the mobile commercial unit has become a part of the life and the program of their little country school.

# My Teachers

by a High School  
Supervisor

## FEATURES

WHEN I was notified one happy May morning that I would become the department supervisor the following September, I said to myself, "Brother, prepare thyself!" Fancying that I would be besieged with questions from my flock, I devoted the entire summer to assiduous reading of yearbooks and business-teacher magazines. Verily, no Delphian oracle ever had a greater font of knowledge from which the thirsty could drink their fill, by the time September slipped up on us.

September came and went; but the sparkling waters enticed no thirsty wayfarers—not even the three new beginning teachers. October would have gone likewise had not a miracle taken place: An edict from the principal's office prohibited the personal use of *his* phone.

The commercial office soon became the mecca for displaced personal calls. By the year's end I had helped reserve 160 loaves of rye bread, ordered 48 tons of coal, made 29 dental appointments, and assured 84 dates with various hairdressers (apparently Marie is the best)—and had answered 321 questions.

For my office had one point that distinguished it from a public phone booth: instead of dropping a nickel in payment, the customers dropped a question. The approach invariably followed this pattern:

"Mr. So-and-so, I should like to know how many errors are allowed for a Junior O.A.T. pin? . . . That's what I thought, but I wanted to be sure. *While I'm here*, do you mind if I use your phone for a minute?"

Then, pencil in hand, I would wait to see whether to place another tally for rye bread or for Marie.

I also noted that the more personal and frivolous the call, the more serious the question that preceded it. Questions on the course of study that required elaborate response were likely to be followed by a call requesting Mother to freshen up the chartreuse blouse for that evening.

My popularity in the office was exceeded only by my popularity when afield. Like a phone booth with a broken money box, my office was even more popular when I was absent, for then the questions, planned in such care, could be saved for future use.

# Type into Stardom

SISTER M. THERESE, O.S.F.  
Madonna High School  
Aurora, Illinois

EACH senior typing class in Madonna High School has, for several years, used a class photographic chart to motivate its members to higher and higher typewriting achievement. The chart stimulates the drive and enthusiasm necessary for typewriting essentials—speed and accuracy. We feel that one reason why our seniors become speedy, accurate typists is that they are able to watch their skills progress by means of this graphic chart.

Each speed is represented by a star drawn on our poster, with the outer star at 40 words a minute and the innermost star at 75 words a minute. (Although the chart illustrated does not go beyond the speed of 75 words a minute, four members of the class shown were typing in the 80's before graduation and fourteen were writing 75 or higher.)

Each student brings to class a snapshot of herself. This snapshot is trimmed and pasted on the poster as soon as the owner's skill reaches 40 words a minute. Thereafter, each time her skill climbs another 5 words a minute, a star is added beside her picture, and gradually her line of stars leads inward to the stardom of typewriting competency. The illustration shows the work of a class of twenty-two girls, but there is clearly room enough for the record of a class twice that size.

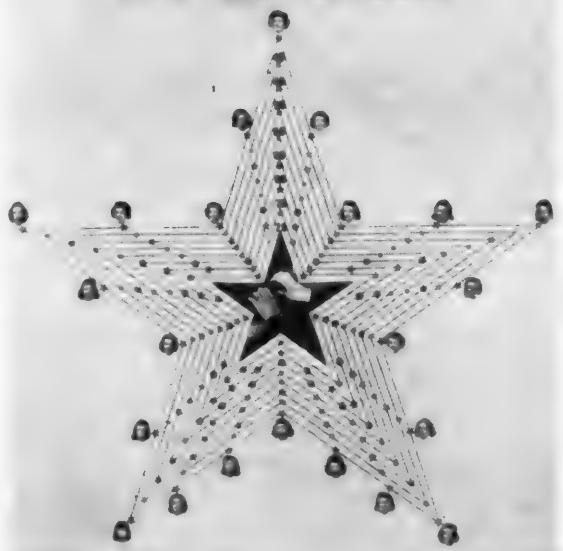
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## TO BUILD THIS CHART YOU NEED:

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- ★ Large sheet of poster paper
  - ★ Eight large stars circumscribed about a central star-shaped picture
  - ★ Snapshots of each class member
  - ★ Few boxes of colored, gummed stars
- 

MADONNA SENIORS  
TYPE INTO STARDOM



Your school can easily make this bulletin board, photographic chart to excite your typing students to type their way into stardom, too.

As an added touch of color, the stars used to indicate growth in achievement are each distinctive:

- 40 w.a.m...bright-red star.
- 45 w.a.m...bright-blue star.
- 50 w.a.m...bright-green star.
- 55 w.a.m...bright-silver star with a red dot added in the center.
- 60 w.a.m...gold star with a blue dot added in the center.
- 65 w.a.m...blue star with a silver star placed over it so as to make a 10-pointed, 2-color star.
- 70 w.a.m...red star with a silver star placed over it, and a red dot added in the center.
- 75 w.a.m...blue star with a gold star placed over it, and a blue dot added in the center.

The scores recorded are based on the net words a minute achieved on 10- or 15-minute writings. We use the Competent Typist materials and scoring plan provided by the GREGG WRITER. We feel that the use of this photographic record contributes greatly to the high achievement of Madonna High School typists, and we highly recommend the device to those who want to stimulate typing students to greater effort and greater pride in their ability.

# The Difficulty of Shorthand Dictation Material



Second of three articles on "What makes shorthand dictation material difficult?" by LOUIS A. LESLIE

UNTIL recently there has been no valid, objective evaluation of the various attempts to predict the difficulty of shorthand dictation material. Sister Mary Elfrida Elsen<sup>6</sup> has made a splendid contribution to the field by providing a valid, objective comparison of three suggested means of determining the difficulty of shorthand material and by casting her study in such form that it is possible to obtain from it easily a valid and objective comparison of any new methods of measuring the difficulty of shorthand dictation material that may be suggested in the future. As will be shown later, her study has already been used to obtain objective data on two additional measurements of difficulty.

In order to appreciate the full significance of the conclusions based on the De Paul study, it will be necessary to describe rather fully the planning of the research.

Two series of tests were selected. Each series consisted of six 400-word dictations with syllable intensities of 1.30, 1.40, 1.50, 1.60, 1.70, and 1.90, respectively.

In each case the designated syllable intensity is the natural syllable intensity of the dictation. No editing or artificial construction was done. The first five tests in each series consist of business letters: the 1.90 dictation in each series consists of solid matter because no business letters could be found with a natural syllable intensity of 1.90. Comparisons between the two dictations at 1.90 are especially interesting because the two tests with that syllable intensity are the halves of the same original article. Actually, the half used in Series A has an actual syllable intensity of 1.89; where-

as the half used in Series B has an actual syllable intensity of 1.91. The other tests all have exactly the syllable intensity specified.

There is no test at 1.80 because no material could be found readily of exactly that syllable intensity and because, for reasons that will appear later, it seemed clear to Sister Mary Elfrida Elsen that the 1.80 step in the series would be unnecessary.

Although space does not permit the reprinting here of the twelve dictations, it may be interesting to sample the two extremes of difficulty. Test 1 of Series B, with a syllable intensity of 1.30, begins:

Dear Madam: On Tuesday, June 22, you are invited to our private sale of coats and dresses. We assume that you are planning clothes for the season in town and for the summer out of town.

Test 6 of Series B, with a syllable intensity of 1.90, begins:

The President, as the Chief Executive, is responsible for the administration and co-ordination of the activities of the executive branch of the Federal Government. Common to all these programs are certain standard staff functions such as personnel, fiscal, materials, research, reporting, and planning. In the administration and co-ordination of the multitude of activities for which the President is responsible, competent personnel is essential.

After a glance at the two specimens just given, without reading the material at all, any experienced shorthand teacher will predict that Test 6 will be harder than Test 1. The mere pattern of the type on the paper tells the teacher that one test is easy and one test is hard.

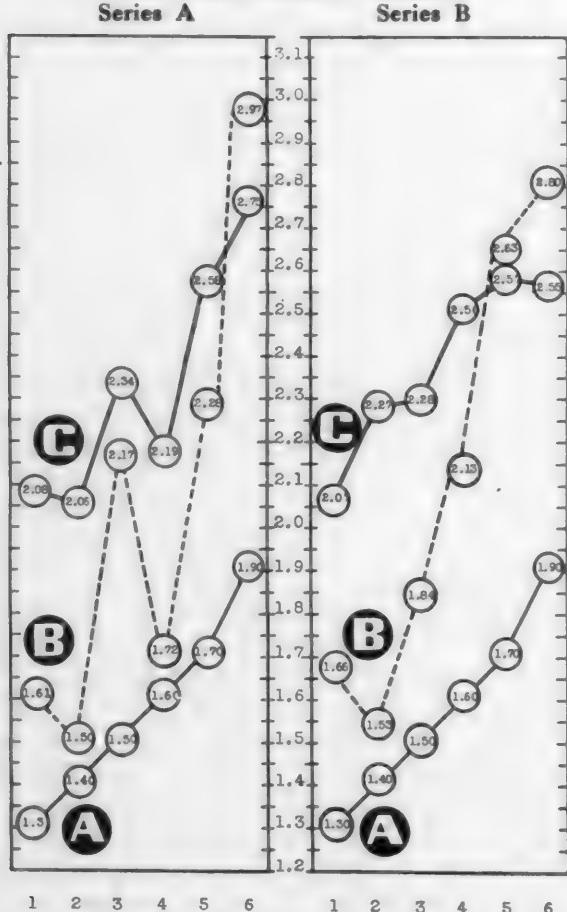
Each of the twelve dictations consists of 400 words because it was decided that the ma-

<sup>6</sup>Sister Mary Elfrida Elsen, "Factors of Difficulty in Shorthand Dictation Material" (Chicago: DePaul University, M.A., 1946.)

terial would be given to pupils writing about 80 words a minute on ordinary material.

After the tests were selected on the basis of the natural syllable intensities ranging from 1.30 through 1.90, two other possible predictive index figures were computed for each dictation. One of these figures was the Vocabulary Spread Index devised by this writer and described in the previous article. The other was the Shorthand Character Count briefly discussed in the previous article. The graph shown in Figure I emphasizes the lack of agreement among three of these attempts at prediction of dictation difficulty.

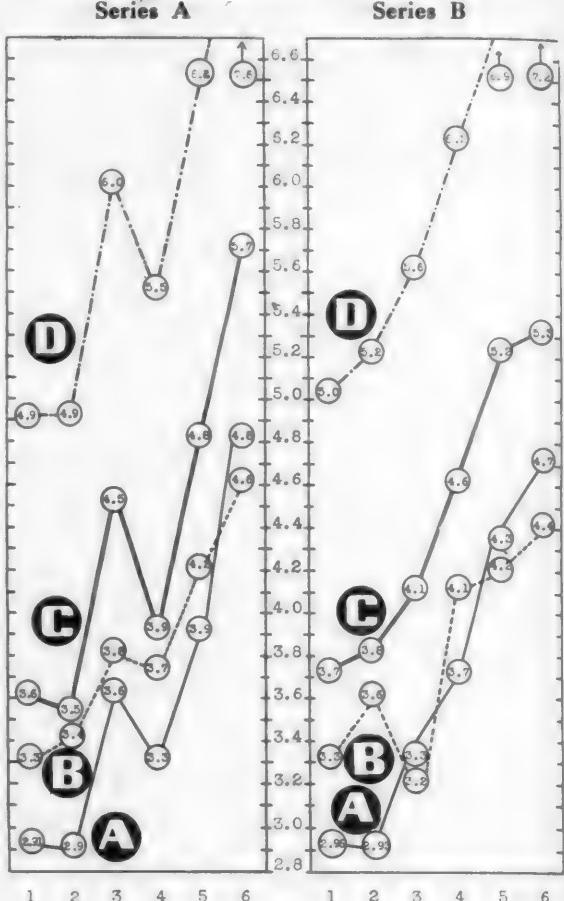
FIGURE I (DE PAUL STUDY)  
The Three Predictive Indexes



A (Line) Syllable Intensity  
B (Dotted Line) Vocabulary Spread  
C (Double Line) Shorthand Character Count

Thinking that a combination of indexes might be more accurate than any single index, Sister Mary Elfrida Elsen computed the four possible combinations of the three indexes shown in Figure I. These four combinations are shown in Figure II.

FIGURE II (DE PAUL STUDY)  
The Four Combinations of Predictive Indexes



A (Line) Syllable Intensity plus Vocabulary Spread  
B (Dotted Line) Syllable Intensity plus Shorthand Character Count  
C (Double Line) Vocabulary Spread plus Shorthand Character Count  
D (Dot-and-Dash Line) Vocabulary Spread plus Syllable Intensity plus Shorthand Character Count

Even the most cursory comparison of Figures I and II with the error graphs to be shown in the third article leaves little to be desired in the way of further evidence as to which of these index figures or combinations of index figures is the most helpful.

The two series of tests were dictated to a total of 100 pupils in four different schools. First the six tests in Series A were dictated. Then the six tests in Series B were dictated. The tests were dictated at the rate of 80 words a minute to classes just approaching the ability to take 5-minute tests at 80 words a minute. In both series, as will be seen by the tables to be published in the third article, about half the pupils transcribed with 5 per

cent of error or less the dictations with a syllable intensity of 1.40.

This gave the investigator 1,200 transcripts of 400 words each, which had to be graded by the one teacher in order to insure comparability of rating. This grading by one teacher was necessary because there is some subjective element in deciding on the classification into which errors might be put.

It seemed possible to Sister Mary Elfrida Elsen, in setting up the research, that one index figure might predict a certain type of error and another index figure might predict a different type of error. Therefore, the errors were recorded under three headings: (1) omissions; (2) spelling, punctuation and typographical errors; (3) errors other than omissions and spelling, punctuation, and typographical errors. In general, the first classification (omissions) would be errors charged for words that did not appear in the transcript and that in most cases were omitted in the shorthand notes or so poorly written as to be unreadable. In either case, omissions in the transcript are almost always due either to dictation that is too rapid or to a word completely beyond the writer's ken.

In the De Paul study, where all twelve dictations were given at the same speed in terms of actual words a minute, the omissions give perhaps the clearest evidence of the trouble experienced by the writer as the difficulty of the material increases.

A separate count was kept of the spelling, punctuation, and typographical errors because these are attributable more to English or to typewriting deficiencies than they are to shorthand. It was felt that it would be interesting

to determine to what extent, if any, the errors due to spelling, punctuation, and typing might increase as difficulty of material increased.

It now seems that it would have been even better to keep a separate count of spelling errors, of punctuation errors, and of typographical errors. This separation of the errors under this heading, although it would add to the interest of the results, does not affect the validity of the final figures.

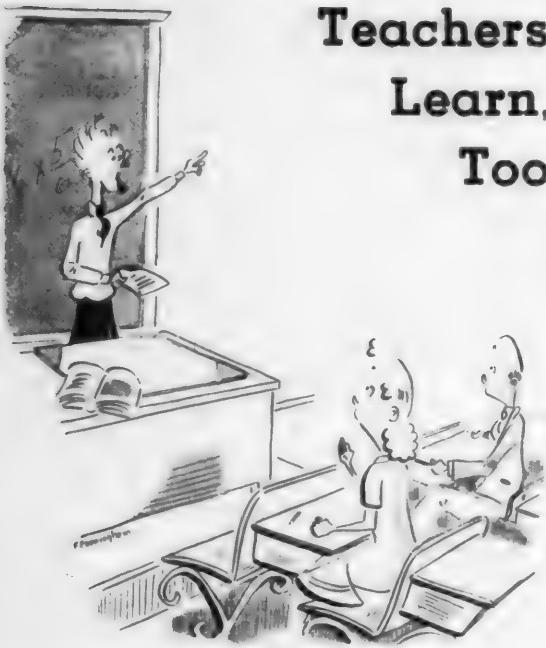
The third classification (all errors not included under the first two heads) was intended to show the errors due to strictly shorthand difficulties. In the light of the results obtained, it seems as though it would have been preferable to break this classification down further. Again, however, the additional classifications of errors would add to the interest of the results without affecting their validity and would, of course, greatly increase the labor of the investigator.

Actually, the total number of errors of all kinds gives as valid a conclusion as is obtained by a consideration of the separate types of error. Nevertheless, it is recommended that any future investigator establish more error classifications than were maintained in the De Paul study, if only as a matter of interest.

The tables of results in the third article will be given in such form that anyone may readily use them to determine the validity of any proposed new method of determining or equating the difficulty of shorthand dictation material at the cost of no more than a few hours' work. Suggestions for further research on a large scale will also be made, but these would call for hundreds of hours of additional work.

(Continued next month)





## Teachers Learn, Too

# The Blackboard Is for George

BROTHER B. ROBERT, F.S.C., M.A.  
Cardinal Hayes High School  
New York, New York

MAKING errors while demonstrating on a blackboard is natural for any teacher. To err is particularly human when the teacher is trying to watch his class, think, write legibly, work out calculations, and explain—all at the same time.

Some teachers, like an instructor I once had in a graduate accounting class, can err without losing the respect of their classes. He frequently was corrected by members of his class: "That should be \$1,380, not \$1,480, Mr. X." But he was so superbly capable of putting across his instruction that his weaknesses only served to make his other skills seem more attainable to the rest of us.

But I fear the high school students do not react so generously. Some of them—most of them!—get a kick out of calling our attention to a miscalculation that we made. And, if they can do this frequently enough, there is a natural tendency for the pupils to think that their teacher is, "not so hot."

But, through experience, I've found an answer: I let George do it.

### *Discipline and the Blackboard*

The same complexity that leads a teacher to make an error on the blackboard sometimes leads him to take his mind away from class controls. Result: discipline problems each time the teacher turns his back. But it is hard to follow the age-old pedagogical commandment, "Always keep your eyes on the class — see everything, hear everything," and write on a blackboard at the same time.

Now, I do not turn my back on the class and so invite discourtesies (to put it mildly). Thanks to George, I can keep my eyes on the class while *he* writes on the blackboard!

### *Meet George*

For I have a "George" in each of my classes, and I have him do the blackboard work during the presentation of new material. His mistakes keep the class on the alert. His service frees me, so that I can keep the class under control. This procedure may not be "according to Hoyle"; but, believe me, it works!

And George, I have found, likes to play his minor role. There is no question that I can do a better job of explaining if George helps me by presenting the new principle graphically at the board. I am doing only one thing: teaching. I am no longer thinking, writing, calculating, explaining, losing the control of my class.

I can thus withdraw my nose from the grindstone and enjoy a perspective of the teaching situation. As a directing spectator of the student who is working at the board, I can lead the development of the problem. I can explain the progress intelligently. I can correct. I can criticize arrangement and proportion. I can see the setup as the class sees it. I put across the whole problem.

No, George does not do the teaching; I'm still the guiding master of the entire procedure. George is an auxiliary, a mechanical and silent robot who follows my instructions. Nevertheless, George certainly enjoys the satisfaction of demonstrating his ability before his peers; and those peers reason, "If George can do it, so can I." George, incidentally, needs no pre-class coaching. He uses his head and my directions.

I've learned to let George do it.

# "Substitute Shorthand for Longhand"



This is the second of ten commandments for the teaching of shorthand, by CLYDE I. BLANCHARD

HAVING assured myself that I have followed my first commandment—Make shorthand easy to learn by using the beginner's longhand skill—I next concern myself with my second commandment: Encourage each beginner to start immediately to substitute shorthand for longhand in his personal notes.

This commandment is not based on the personal-use value of shorthand, *per se*, although that aspect is not to be disregarded; rather, this commandment is based on a much more

important reason: that every time a student writes shorthand for himself, he assists the automatization of his business shorthand skill.

We speak glibly of *automatizing* the shorthand outline, of *thinking* in shorthand so that we can write in shorthand without the slightest hesitation any word that we hear. Yet, we permit our business students, who are learning shorthand for business use, to write longhand more than they write shorthand while in our classes! With only forty to fifty minutes a day, five days a week, nine months out of the year spent in our classes and possibly, but not probably, the same amount of time spent in homework, how can a student expect to attain automatization when he is retarding the little shorthand he is learning day by day through his constant use of longhand?

Granted that a person can learn to speak more than one language and that he can learn to write both longhand and shorthand; but, when it comes to writing new matter for five or more minutes at speeds ranging from 100 words a minute upward, we do not have a parallel situation. *Not until the student writes shorthand personally, will he ever attain anywhere near his potential shorthand speed.* Here lies the major reason why our achievement is lower than it need be.

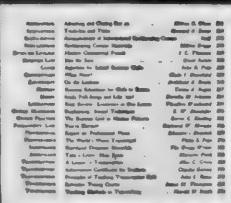
In order, therefore, to make it possible for my students to think in shorthand, I have required them from the first day to the last day in the course to hand in each Monday at least three pages of their own personal-use shorthand. The beginners are instructed to write what they can in shorthand and the rest in longhand. I encourage them to mix the two, with the understanding that each day they will use more shorthand and less longhand. I know of no more potent aid to the vocational mastery of shorthand.

Assign. 2 1/6 = art. ~  
Poetry - Business & Am. )  
→ Write. → r 22 ?  
2. → 1. ext. & room.  
✓ p 16 / 20 & text. ) ( →  
→ illus. 21 rule.

An illustration of notes taken by a beginning shorthand student in a business English recitation.

12-22-2-6-6  
60' re. p 22-26-2  
20-25 ① 4-2-2  
-4.  
10. → 12:20 re 28.  
→ 10-15-8-8  
-10-10-10-10  
-2-2-2-2-2  
-2.

An excerpt from the shorthand diary kept by a first-year shorthand student.



## FEATURES

# Skit of the Month

SR. M. FRANCES, S.S.M.  
St. Joseph's  
Business School  
Lockport, New York

## Choosing An Employer

A HUMOROUS and thought-provoking skit to be given at a Parent-Teacher's meeting or at any general assembly can be built around the idea of choosing an employer. The skit will be an application interview in reverse: the prospective employee receiving the employer-applicants and asking the questions. As many different types of employers as possible should be interviewed.

COMMENTATOR: "From time immemorial young people in fear and trembling have entered the august presence of future employers, where they were interviewed, catalogued, selected, hired, or rejected. We intend to change all that—WE are going to reverse the order; WE are going to choose our employer; WE shall ask the questions. Mr. Employer will do the answering."

The commentator may explain each step of the employment interview, from the applicant's entering and speaking to the receptionist to his leaving the office; or the audience may learn the steps from listening to the demonstrators' remarks. Whichever form is used, the pupils should write all remarks.

As each employer enters, a receptionist hands him an application blank. When he returns it, she scrutinizes it. She tells some to wait; others, that there is nothing today.

The employer-interviewer starts by asking the routine questions generally put to applicants; then introduces questions relating to employees' pet peeves: four-thirty dictation that must be transcribed tonight; method of dictation; filing systems; poor lighting and ventilation. The employer-interviewer asks the employer-applicant to dictate a letter. As many different eccentricities in dictation procedure as possible should be worked into the letter.

Close the interview in the usual manner by informing employer-applicant that he will be got in touch with after other prospects have been interviewed; or that there is no opening at present, but that *we shall be glad to keep his application on file*.

Close the program by having students tell in one-minute paragraphs their idea of the IDEAL EMPLOYER.

# We Recommend:

## "Planning for Your Career"

TEACHERS have a multiple role. We are classroom instructors, of course; we are also counselors. Our young people consider us vocational experts. They come to us with "what shall I do" questions and expect us to raise an eyebrow, hum a bit, twirl a pencil, and come out with a perfect answer. Because we are the only vocationalists in many schools, it is natural that our students should turn to us for guidance.

But what can we do when we meet the blunt question, "What career should I plan for?" We can do three things: we can admit we don't know and destroy the trust placed in our judgment and experience; we can lead the student through a proper series of analyses and help him arrive at his own decision; we can refer him to a book that will help him.

None of us like to do the first, but few know how to do the second or third. *Planning for Your Career* is the answer to our problem. The author, Dr. S. A. Hamrin, of Northwestern University, has addressed his book specifically "to those young men and women . . . who are concerned with the problems of selecting a career"; so the book is the one we can recommend to our students. And, because the book is based on Doctor Hamrin's wide experience in counseling high school and college students, and because it contains a sound procedure with which we teachers ought to be familiar, it can serve you and me as a counseling guide, too.

Hamrin's technique is an easy-to-read style, alive with analogies and examples. The book contains pertinent questions, illustrative drawings, cartoons, graphs, charts, and tables and has an attractive make-up. It is a fascinating book, and the reader, whether he is a guidance counselor, a teacher, or a student, will read it with as much pleasure as profit.

### The Four-Square

Teacher will nod in agreement with the author as he emphasizes three essentials as the starting point in career selection:

1. Know yourself: your own background, abilities, interests, personality.
2. Know the world of occupations: the kinds of work that people do, the industries that have

Reviewed by  
DR. ALBERT C. FRIES  
Northwestern University

# Your Career"

grown up, the careers that are declining in importance, the jobs that will expand in the future.

3. Match your interests, abilities, and personality to the requirements of jobs. (In other words, match 2 and 3.)

Although this matching is, as every counselor knows, a difficult process, Doctor Hamrin makes it exciting and understandable. The chapters of the book have intriguing titles that outline the procedure:

Your Vocational Age  
Don't Believe in Magic  
How to Plan Your Choice  
Exploring Your Background  
Interests As Indicators  
Prospecting for Abilities  
The Personality Factor  
New Times . . . New Trends

and so on. There are fourteen of these chapters, and each makes engaging reading for the wide-awake young person who is contemplating the future.

To persuade the younger reader that these three essentials *are* important, and to show him

how to conduct the analyses necessary to them, Doctor Hamrin leads him through a step-by-step process that takes him around and through the "square." The square's four sides are "Interests," "Personality," "Abilities," and "Opportunities." The procedure the author undertakes is the matching of the four sides so as to emerge with a perfect square.

The author maintains a cautious point of view, one that teachers will approve. Doctor Hamrin "starts from scratch," assuming no experience on the part of the reader. He paces his text slowly. He shows his reader *how* to find wherein he differs from other individuals, *how* to screen his interests and find the significant ones, *how* to appraise his abilities. The author gives equal attention to the problem of studying and sorting and measuring vocational opportunities, always explaining carefully and illustrating freely. Finally, he guides the reader through the matching steps and outlines, for him, what to do about his decision once it is achieved. The cycle—no, the square—is complete. It is logical. It is, in many aspects, even fun.

## The Value

*Planning for Your Career* belongs on the desk of every guidance counselor, and several copies belong in every school library.

And (quite apart from the guidance feature that is the purpose of the book) the business teacher will find some chapters personally valuable. The chapter on new trends and new jobs, for example, is exciting and informative reading: it touches off the imagination by pointing out that most of the "new careers" are largely new applications of the familiar skills. Even within the subject area of our own business courses, there are new opportunities opening for our students. The chapter, "A World of Jobs," is a revelation that will be welcome to business teachers who feel that the horizons of students' opportunities are limited.

We recommend *Planning for Your Career*. It is a book for young people, but a book with which business teachers should be thoroughly familiar.



"The Four-Square" motif for guidance, from the book, *Planning for Your Career*, by S. A. Hamrin. (Chicago: Science Research Associates, 1946. Pages 200. \$2.75)

# Beyond



The co-operative program is so conclusively that it can be expected to know

In New York City, the work-study program for stenographic students is fully developed.

A GREAT deal has been said and written lately about work-study programs in schools and colleges throughout the country. In New York City, co-operative education is achieving outstanding success at present with eleven academic and two vocational high schools (about 2,500 students) in the work-study program. The majority of these students are engaged in clerical jobs.

Co-operative training through the years has proved itself to be a highly successful learning procedure. Such training will soon be more extensively used everywhere. The work-study plan eliminates the gap between classroom theory and actual job practices.

To my mind, as a commercial teacher, the greatest advantage is the immediate and superior follow-up. For years, I have taught commercial students and have watched them go into the business world, poor students and good students alike. Occasionally, some have come back to class reunions to tell about their experiences. Questionnaires from time to time try to find out what kind of jobs they have; how much stenography, bookkeeping, and typewriting they are doing; from what subjects they benefited most in high school. Only about 60 per cent of the questionnaires, however, are returned, and the answers are vague, telling us little.

In the work-study plan, however, we have an ideal situation for follow-ups: the visits to industry by school co-ordinators and the ratings by industry provide the school with a constant study of the student who is on the job. Thus informed, the school develops highly specialized commercial skills and effectively develops correct attitudes through personal interviews, planned assemblies, personality clinics, and courses on personal grooming and office manners. All these elements are co-ordinated so that the graduate co-operative student is ready to be absorbed into the business world with an assurance and confidence that the average high school commercial graduate cannot have.

On one of my visits, the head of a large stenographic pool in a nationally known law firm told me he had difficulties with his typists: their "A" and ";" fingers were not strong enough for the impression to be carried through several carbon copies. He also thought that our students did not have enough practice on multiple carbons (as many as eight). I relayed that information to the members of our commercial department at a meeting and we

put it into practice. Here was a way into the classroom.

LET ME take you into Lafayette High School to show you how the plan actually works. At this writing in the eleventh grade, there are four periods of English (emphasis on composition), three periods of social studies (history, civics, government), three periods of their commercial subjects, related subject matter to the work-study plan—transcription, business law, business arithmetic, accounting, typewriting, business English, bookkeeping laboratory courses. Students in the fifth grade are given "industry cards" which students are in block classes, with the subjects divided to suit their particular needs.

There are no qualifying factors for the course: we take students who have had previous training and who are "employable." They must be sixteen years old (to obtain a driver's license), able to travel, and with a real desire to learn. When they are ready to undertake, we offer the course for one or a combination of subjects.

1. They desire business experience and do not want to be beginners at graduation.
2. They have lost interest in school.
3. They need financial assistance.
4. They prefer the work-study plan to working after graduation.
5. They wish to save money to go to college—art school, dental school, etc.

Since the program first started in 1933,

# the Experimental Stage

has proved its merits  
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about work-study plans.

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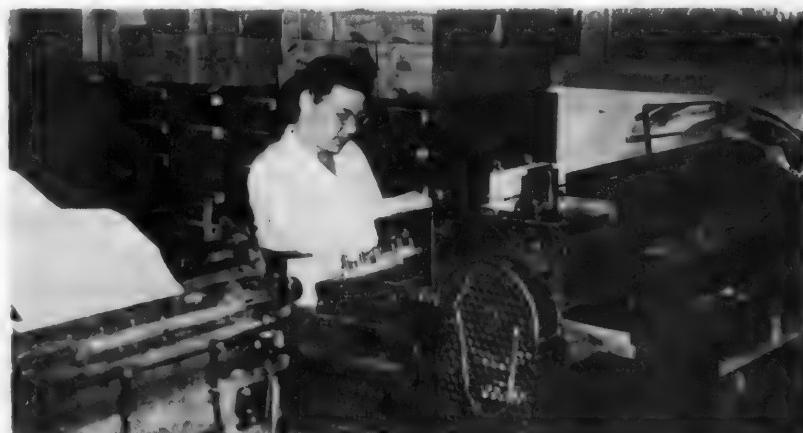
RUTH L. SILVERBERG  
Lafayette High School  
Brooklyn, New York



Clerical-practice students develop key-punch skill in the office of a large New York City department store while still attending school.



This team is learning shipping-room duties on the job. It alternates with another team, one week in school, one week on the job.



This high school senior earns a good salary as the operator of an auditing machine for a big firm while studying accounting in school.

Photos courtesy New York City Board of Education

a great deal of adjustment with individual cases. The students range in I. Q. from 83 to 133 and are typical of any high school grade.

Carmella is a very fine student with a badly scarred face. When we took her, she was exceedingly shy and frightened at going out on her own. Up to date she has been working for a firm for a year and doing a satisfactory job. She has gained poise and confidence on the job; and, with her two years experience at graduation, she will find no difficulty in getting another job if she does not stay on in her old firm.

Mary has something wrong with her vocal cords and has some difficulty with her speech. She is a conscientious student and a very willing worker. She has been employed successfully for one year after several attempts at placement. She has gained in dignity and assurance to an amazing degree and can face any situation now.

THE PARENTS have been made fully aware of the advantages of the course. Because the program of block classes restricts the number of electives that can be taken, students interested in taking languages, advanced science, advanced art, and music are advised not to take the co-operative program. Many parents come to the school for further information, and I find them keenly interested and co-operative.

Our program has developed gradually and steadily from what seems to be a felt need in the community for this type of education for a group of its high school body. During the war the co-operative student played an important part in New York City in relieving the man-power shortage in clerical work. Even when conditions become "normal," the work-study plan will be able to maintain itself creditably because it has proved its sound educational worth to business.

The students form a small school within the parent school. The "Co-ops," as they are called, are regular high school students while in school and subject to all school regulations. Their work in the classroom reflects their outside experiences. In English classes they are usually more articulate than other students and recite with greater assurance. They read much more contemporary fiction and nonfiction than other students. In their social-studies classes, they speak knowingly of upgrading, social security, workmen's compensation, wage levels, and so on. In their com-

mercial classes, they work with great interest and constantly bring up examples of situations and transactions in their jobs to identify the point being taught. Business techniques acquired on the job are constantly brought in, and the students have a better comprehension of the aims sought. The work is virtually self-motivating.

Lorraine is a receptionist at one of the public utilities' offices. Her industry ratings have been excellent for a year and a half. Recently she took over the lesson on "Telephone Manners" and did a splendid job.

Gloria, who has a filing job with a large insurance firm, virtually took over a lesson in filing in a businesslike and wholly professional manner.

PLACEMENT, of course, is the crux of the whole plan. We work for the placement of the student in a beginning clerical job and, through a succession of promotions, to a more difficult job as his technical ability develops. Before placement, a series of interviews and a study of records is important to get the *picture* of the student. The right person in the right job makes for mutual satisfaction and limited turnover. That is good vocational guidance. Whenever and wherever possible, the student should be advanced to meet his increasing commercial skill.

Louise, a bookkeeper major, in two years rose from an assistant bookkeeper in one of a chain of

## What Others Say

Ever since 1919, when Frederick G. Nichols published Bulletin 34, *Commercial Education*, for the Federal Board for Vocational Education, educators have been describing the benefits of co-operative education. For example:

R. J. Rowse: "The students must learn to deal with real money, with real goods, with real customers. Schoolroom sales talks and model stores are fine for demonstration but not worth much in terms of experience." (Speaking at Harvard, July, 1941.)

Harvey Andruss: "Unless educational institutions can provide an opportunity, in co-operation with business, for apprentices to observe, explore, and perform the duties of actual business workers, the enormous expenditures of the taxpayers' money and students' time in preparing them to make a living in the world of business cannot be justified." (*B.E.W.*, February, 1939, page 448.)

H. R. Douglass: "Youth profits from association in work situations with older people. Such asso-

men's furnishings' shops to assistant bookkeeper of the entire chain of shops after graduation.

Vincent started out as a stock clerk in the exclusive shoe department in one of our first-class department stores. Upon graduation, he was made chief stock clerk, and the store seems to be grooming him for a merchandising position.

Paula started as a page with an insurance company and quickly went to a typing job. As her stenographic skill increased, she was moved into a stenographic job; and she is now secretary to one of the executives. She was recently selected from a group of 2,000 juniors to represent her firm in a panel discussion.

The benefits to the student are limitless. They are regular students in school and young ladies and gentlemen on the job. The transition seems to be an easy one—from socks, sweaters, and skirts to gloves, heeled shoes, hats. The quiet, shy, immature child gains poise, confidence, and assurance on the job because he is being paid for work well done. The bold, aggressive, unmannerly child is soon toned down by his business contacts. If any problem arises, the school co-ordinator is always there to listen and advise.

I feel that education in general benefits because business feels a closer tie to the schools. Business is made aware of school problems. The visits to industry that the co-ordinators make to see the students on the job, the meetings at which business people are invited to express their views, the wonderful contacts that

the head of the Co-operative Office and her associates develop throughout the city, make for a definite feeling of understanding and co-operation between the schools and industry.

For commercial teachers, the course offers a most satisfying and gratifying experience. Instead of losing thousands of incompetent commercial students to industry, we can guide, direct, and correct our students while they are still in school and serving their apprenticeship on the job. We have an opportunity to relate their schoolwork to their actual work and to watch the result of our guidance over an extremely formative period. The enthusiasm of the students is contagious and stimulating and the co-operation of industry most informative.

IN A SHORT time, our plan revealed two new elements to me. I found that the course was proving exploratory in many cases. "Co-ops" were discovering new business outlets and different types of jobs that they could go into with perhaps greater success. They were discovering that filing, cashier work, stencil cutting, machine operation, selling, receptionist work, and so on, were more to their liking and more suited to their abilities. I also found that the plan was motivating a desire for more schooling—perhaps because the students were working in many first-class concerns under the supervision of well-educated executives, where business success seemed to be based on advanced schooling. Many "Co-ops," after graduation, register for English, philosophy, psychology, speech, and other self-improvement courses in our city evening colleges.

Bernice was interested in becoming a dental assistant and dental secretary. In her last term she was placed in a dental office where she soon became a most efficient dental secretary. The dentist was so pleased with her work that he paid her tuition at a school for dental assistants and gave her time off during office hours to go to school.

Rose was working in a department store and became very much interested in labor problems. She started college at night after graduation and is majoring in business, government, and labor.

I BELIEVE that co-operative education is definitely out of the experimental stage and has proved its worth in business education. It has a brilliant future and in many communities may be the answer to the present-day restlessness among our young people who find school is not giving them what they want.

## S Have Said:

ciation has a maturing, sobering, character-building effect upon young people, and it enables them to understand better the work into which they are going." (*B.E.W.*, May, 1940, page 783.)

H. I. Claim: "It will then be of value in teaching manners, poise, business approach, method of contact; in other words, a mature attitude toward business employment." (*Journal of Business Education*, December, 1934, page 26.)

J. M. Hanna: "The Co-ordinator is constantly studying and advising the student in regard to his work habits. Through this service, the student acquires many desirable character traits which would not normally develop until years later if at all. The training in reliability alone is one of the most valuable results of co-operative education." (*B.E.W.*, January, 1941, page 378.)

S. J. Turille: ". . . stimulates faculty to watch curriculum, to question validity of training programs." (Speaking in Boston, July, 1941.)

# The Q-SAGO Pattern for Teaching

ALAN C. LLOYD

IT MUST be twelve years, now, since I was introduced to Miss Hornel and, a few minutes later, to her strangely named way of teaching elementary business training. Miss Hornel was even then quite elderly; but despite her years and slight build, she was an energetic, bright-eyed, wholehearted teacher. I was just a college student, a teacher-to-be, and I was "observing."

Miss Hornel and I stood chatting as her afternoon class in Business I came hurrying into the room. I pointed to a large bulletin-board display of many, many kinds of checks.

"I thought you were just starting the unit on checking services," I commented.

"Oh, we are," she replied. "Our bulletin-board committee, you see, always works one step ahead of the rest of the class. There are four children on that committee; and they are a fine squad of collectors, those youngsters. They gather material in advance and post their collection on the day that we are ready to start the new unit. That's why you see all those checks posted now: we are just ready to start the checking unit."

I studied the display, nodded.

Miss Hornel continued, "So now the stage is set. The class will begin its new unit by talking about the display and then go on from there to follow through in the regular Q-SAGO pattern."

"Queue-say-go?" I echoed.

"Five letters," she smiled. "Q, S, A, G, and O. *Q* stands for questions. *S* stands for subject matter in which the children find the answers. *A* is for activities by which they express or practice the answers. *G* is for unit goals, and the *O* stands for the objectives of our course. Q-S-A-G-O. And they match."

"How does the class 'follow through'?"

By this time the class was seated. "Just watch," she replied, eyes proud and twinkling.

I watched; and, though many years have passed since then, and Miss Hornel herself has passed on, I have never forgotten the smooth-sailing proceedings.

The bulletin board was brought to the front of the room, and its display was reviewed by a boy and a girl from the bulletin-board committee. The class commented freely, asking many questions and volunteering many personal experiences. From the discussion that ensued, many questions "that we ought to learn the answers to" were enumerated and plainly written on a corner blackboard.

One pupil distributed duplicated copies of a page entitled "Suggestions of the Steering Committee." It contained two columns: one, a list of possible projects that concerned checking services; the other, a list of page references to source materials found both in the class textbooks and in other books in the classroom's modest library.

The group discussed the suggested projects and finally selected some half dozen—posters, a skit or two, a visit, a panel, a contest, one special report, a demonstration—for which committee chairmen were selected. The chairman picked their associates, much in the manner of small boys picking teammates for a game, until every member of the class was on a committee. Without further ado, the class settled down to "background reading" in the texts.

The unit was started. Except for occasional prompting and a query or two, I had hardly heard a word from Miss Hornel. The period was one of pupil activity rather than one of teacher activity.

MISS HORNELL had, in the best mystery-story technique, provided the clue to easy and pleasant teaching of elementary business training when she said, "Q, S, A, G, and O."

She had not, however, told the whole story as I discovered when I first tried my hand at a course in this subject. It was not hard to prompt the students to ask questions, I found, nor was it difficult to get them to undertake activities; but I had immediate trouble in maintaining coherence. My class seemed to have too many questions and interests that had

# Elementary Business Training

nothing to do with elementary business training! How could I control the minds and interests of the students?

The first three steps—the Q, the S, and the A—were obvious. Their importance was verified not only by my own teaching but also by what I read. Every enthusiastic teacher who wrote of his experiences in teaching social studies and social-business studies attributed his success to the same formula I had seen at work in Miss Hornel's class: *Get the students to ask their own questions, to seek their own answers, and to demonstrate their answers.* In this way, learning is real and permanent because it is personal, because it is direct, because it is tied in with the students' life interests.

After all, there are three kinds of learning experiences: *direct* (in which the learner participates), *indirect* (in which the learner observes), and *symbolic* (in which the learner reads). A student, for example, may open a checking account and write checks (*direct*), or observe some one else open a checking account and write checks (*indirect*), or read in his text how these things are done (*symbolic*). Learning is intense on the symbolic level only for above-average children; learning is intense on the indirect level for both average and above-average children; but learning is intense on the direct level for *all* children—even the below-average, the handicapped, the slow-learning children learn when the experience is *direct!*

When classes are conducted on the symbolic level (that is, by textbook question-and-answer technique), only the best students can profit; the others are lost, are bored, and find the work fruitless. But, when classes are conducted on the direct-activity pattern, the learning is fruitful and delightful to all the students. So, it is natural that successful teachers, in explaining their success, point to pupil activities as the key to the problem.

But, in trying to use the Q-SAGO pattern, I kept stumbling over that problem of con-

## Introducing

### A NEW APPROACH

THE one subject in business education that *can* contribute most to the general objectives of secondary education is elementary (or "junior" or "basic" or "introductory" or "general") business training. Yet this same fruitful course is the one most neglected today: distorted, stolen, misunderstood, condensed, devaluated, and dropped.

Why? Because the objectives of the course are so debated that few administrators know what the course is good for; and because specialists in teaching shorthand, typing, and bookkeeping rarely know how to teach such a "recitation" subject as elementary business training.

Put together these two factors (lack of agreement as to purpose and lack of trained teachers) and the result is . . . neglect. Teachers want courses whose purposes and methods are clear to them. They do not defend elementary business training lest they be asked to teach it! The course languishes for lack of on-the-spot sponsorship.

WE NEED, then, (1) a clear enumeration of obtainable objectives; (2) an effective teaching method that inevitably leads to the objectives; and (3) teaching aids that will make the subject pleasant and easy to teach, even for novices.

These three needs are met, we believe, by the amazingly simple "Q-SAGO Pattern" described in the accompanying article, the first in a series. Next month's contribution outlines an easy-to-manage classroom organization for teaching by the Q-SAGO pattern; and subsequent articles, contributed by outstandingly successful teachers of elementary business training, will provide instruction units for the use of those teachers who adopt this effective way for making the course exciting to learn and a genuine pleasure to teach.—LLOYD L. JONES, Series Editor

Portions in italics illustrate what the teacher writes into his Q-SAGO outline in preparing a unit. The unitalicized portions do not change.

trolling the direction in which the class followed its interests. After all, where *did* I want to get to with my class? Obviously, the *G* and the *O* had something to do with it.

Then, one day midway in the term I recalled another clue.

"And they match," Miss Hornel had said.

As I pondered that phrase, I nearly shouted, for those three words were the secret to controlling the class, the secret to coherence.

What matched? Not merely the letter *Q* to the word *Question*, the letter *G* to the word *Goals*, and so on, as I had at first thought. Rather, the questions and subject matter and activities and goals and objectives matched *one another!*

In other words, the questions were not, after all, simply *any* interesting questions that arose from the students' business interests. They were the *right* questions—the ones that Miss Hornel knew would start the students in the desired direction.

And what was the "desired direction"? Ah, *that* was where the *G* and the *O* came in! *They* determined the direction. Miss Hornel was leading her class to certain goals, as steppingstones to certain objectives. The questions "that we ought to learn the answers to," and which had been written on the blackboard in the class I had observed, were all *leading* questions. She had adroitly encouraged the *right* questions, the ones whose answers would bring the students to the planned unit goals. She used the same questions, or at least the same type of questions, in every unit, because the goals and the questions matched.

IT WOULD take a long time to report how I gradually reconstructed the details of Miss Hornel's Q-SAGO technique; but it is easy in retrospect to explain how it works.

We sit back in our chairs and ask ourselves, "What do we want our students to learn through a study of the business activities that affect their lives?" The answers to this question, we list as our objectives, our *O*'s.

Then we ask ourselves, "How can we make *every* topic, *every* unit, contribute to those *O*'s?" The answer, of course, is teacher direc-

## A Q-SAGO OUTLINE FOR

**Q**UESTIONS — whose answers lead students to grasp concepts

1. What is . . . a checking service? Why are checks used? Why do we call checking a "service"? More than one kind?

2. Who renders the service to us? Do OUR banks offer this service? Is it expensive to give?

3. Who benefits? How do our parents use checks? Businessmen? The employers? Why? When?

4. What should consumers know? How should we fill out checks? What safeguards? How do we know that our money is safe?

5. What vocations are involved? Who works at them? What do they do? What would a bank clerk have to watch for? A pay-roll employee?

6. What personal skills are needed? Do we have them? What is the importance of:  
Arithmetic?  
Penmanship?  
Spelling?  
Which is most important?  
At which are we best?

7. What personal traits are needed? Do we have them? What is the importance of:  
Accuracy?  
Honesty?  
Carefulness?

**S**UBJECT matter — referred for finding desired answers

Our Business Life, pages 37-73.

Consumer's Economic Life, pages 37-41.

Introductory Business Training, pages 1-240.

Fundamentals of Business Training, pages 421-443.

General Business, pages 37-105.

Junior Business Training, pages 352-357.

Workbook, Our Business Life, (problems), page 17.

American Business Law, pages 333-334.

Encyclopedia Britannica, page 414 of Volume V.

"New Checking Services," B.E.W., No. 570, June, 1947.

Sound film: Coronet "Fred Meets the Bank."

(Note: Required background reading will be in whichever text basic in the course)

tion, teacher leadership, that draws together the activities of the students so that those activities focus direct attention on every one of those *O*'s. The *O*'s, expressed in terms of the immediate topic, are the Goals, the *G*'s.

How can we "focus attention"? By the right leading questions.

## A UNIT ON:

# Checking Services

**A**CTIVITIES — through which students find, develop, practice, emphasize, etc., the answers. Each activity focuses attention on related goal

1. **Poster.** Huge check with each part identified.  
**Display.** Variety of checks and checkbooks used locally.

2. **Map.** Location of banks.  
**Visit.** Committee to bank.  
**Report.** "How banks pay for checking service."

3. **Diagram.** Circulation of a check.  
**Skit.** "If we had no checks with which to pay our bills!"  
**Poster.** "Use your checkbook!"

4. **Practice.** Checks in workbook.  
**Display.** Best check, each pupil.  
**Poster.** "Guard your checkbook!"  
**Visitor.** "How we detect forgeries."

5. **Report.** "How pay rolls are prepared and distributed."  
**Report.** "Duties of a teller."  
**Demonstration.** Using a check-writing machine.  
**Skit.** How a credit manager asks bank for credit ratings.

6. **Contest.** Most distinctive signature in our class.  
**Skit.** "Mother couldn't balance the account!"  
**Contest.** Best mental arithmetician in the class.  
**Chart.** Vocabulary of checking.  
**Contest.** Recognizing signatures.  
**Panel.** Personal Skills Needed in Using a Checking Account.

7. **Drama.** Contrast a neat, effective bank teller with a poor one who discourages patrons.  
**Panel.** Which of Us Are Particularly Eligible for a Job handling Money, with Checks, etc.?  
**Visitor.** Importance of accuracy in my job; in bookkeeping.

**G**OALS — basic concepts to be emphasized in every unit

1. To be successful, any business must fulfill satisfactorily a needed service.

2. Our community is better for having the services of its firms.

3. We are all producers, distributors, and consumers.

4. To make wise and efficient use of business goods and services, we must be informed consumers.

5. A business worker must know where his job fits into the structure of business.

6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.

7. Proper personal traits (manners, willingness to work, grooming, adjustment to and participation in group activity, etc.) are essential in getting and advancing in a position.

**O**BJECTIVES—basic business concepts made permanent

1. Understanding of the nature of business enterprise.

2. Understanding of the place of business in community life.

3. Understanding of the extent to which we are all dependent upon one another's services.

4. Understanding of the advantages and disadvantages of the consumer's position.

5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.

6. Improvement in the personal skills (tools) demanded of all business users and workers.

7. Development of the desirable attitudes and characteristics demanded of all business workers.

Thus the full cycle of a unit is completed:

(1) The teacher leads the students to ask the right question; (2) the students seek the answers in the topic subject matter; (3) they express the answers through direct-learning activities; (4) because the activities are direct-learning ones, the students reach the goals, the topic version of the objectives; (5) by repetition in unit after unit, the

goals accumulatively make a permanent impression in the learners' minds, so that the objectives are reached.

If students are led to ask, for example, "What is the nature of such-and-such business?" and find that such-and-such enterprise is based on giving a certain kind of service,

they say, "How interesting! Here is a business that makes money by giving service." If their activities take them into the local community and lead them to evaluate the relative success of comparable businesses, they say, "*This company does better than that company. Why? Why, because it gives better service. What do you know! Service is important to business success!*"

In unit after unit the students achieve the same goal, the same discovery: that service is important to business success. Soon they expect to discover it; so they have reached, *through repetition of this unit goal*, one of our course objectives: they have come to understand the service nature of all business enterprise.

The right questions are learning threads that bring coherence to the unit: they lead to the goals, and they therefore match the goals; and repeated achievement of the goals in unit after unit makes the permanent impressions that are actually our course objectives. Each objective, then, must have a matching goal; and each goal must have a matching set of standard questions.

ONCE this principle is understood (and a study of the sample Q-SAGO unit that accompanies this article will clarify the matter) the teaching of elementary business training becomes easy. I found it so during the terms I subsequently taught the course. And why should it not be so? After all, once the mechanics of setting up standard questions, standard goals, and the course objectives are completed, the teacher need only steer a committee of students to list page references (for study materials) and to suggest expressive projects (for pupil activities). Three-fifths of the teacher's planning is done from the outset, and the students will do the other two-fifths!

What are the standard three-fifths—the

<sup>1</sup> E. Dana Gibson recently analyzed the objectives claimed in printed courses of study of several states and large cities. He found eight recurring citations, and he boiled them down to four general objectives (vocational, personal and consumer use, exploratory, and guidance) in his contribution, Chapter XII, in the 1947 *American Business Education Yearbook*.

The objectives enumerated in the model checking unit could be similarly condensed, perhaps; but, if they are to be achieved through repeated emphasis

questions, goals, and objectives that are permanent for every unit?

The ones shown in the accompanying "Q-SAGO Outline for a Unit on Checking Services" are the ones that the writer evolved in his own classes—ones that work. Note how the questions do match the goals, and how the goals do match the objectives.

An experienced teacher may wish to add others; the list shown in the sample unit plan comprises the ones the writer has used. The questions are ones that may easily be drawn from students. The goals are ones that may consistently be achieved in any unit, large or small. The objectives are ones that can be reached, and they do coincide with the objectives most frequently named for courses in elementary business training.<sup>1</sup>

Once the structure of the three standard parts of the teacher's master plan is established, in preparing a new unit, he need only (note the italicized portions of the sample unit plan):

1. Add to or modify the questions in view of the topic of the unit. Obviously, a unit on household budgeting will have questions that are phrased differently to those for a unit on telephoning, even though the purpose of the question (to lead to the goal) is the same. Thus, "What service does the telephone company give us?" may become "Does a furniture company offer a service when it permits you to buy on the installment plan?"

2. Prepare a list of reference materials (or, better still, have a committee of students do so), some of which are required "background reading" for all. Include in this list all sources of learning materials, such as films, pamphlets, and articles.

3. Prepare a list of possible projects (or have a committee of students do so), being sure to have at least two alternative activities in each goal area.

For the teacher's own plan book, one easy shortcut is to duplicate a form designed like the model unit. The part of the model that is shown in roman type—the column headings, all the entries in columns 4 and 5, and many

of the unit goal in accordance with the Q-SAGO pattern, they are better expressed in their present form. They are clearly stated and make an eloquent justification for presenting the course to all secondary-school students because of the obvious contribution the course makes to general secondary education! What other course can so well develop attitudes, improve personal skills, give specific business information, tie in with adolescents' life interests, give guidance, bring consumer alertness, and teach economic citizenship simultaneously?

of the questions in column I—would be duplicated right into the planning form. In preparing for a specific unit, then, the teacher need only write in the new and additional questions, the subject-matter references, and a tentative list of activities—a matter of perhaps ten minutes' work! At the completion of a unit, underscore the questions, references, and activities that served best and cross out those that served least: there, your plan for redeveloping the unit the next term is ready!

**O**F THE foregoing duties, the only one that may make us hesitate is the selection of projects by which the pupils demonstrate or express or practice their answers. Not every student will participate directly in every activity, but every student should participate in *some* project in every unit.

After all, let us remember, the reasons for using activities are to give every student opportunity for *direct* learning (through his own demonstration or other activity) and to give every student opportunity for *indirect* learning (through observing the demonstrations and other projects of his classmates). Thus, students will learn from their own classmates what they may not learn from their own research and their own reading.

The following list of projects, culled from the writings of enthusiastic teachers and from the experience of the writer, suggests typical pupil activities:

Type of Project	Example
1. Poster .....	"Save in the School Bank!"
2. Chart .....	"Rents in our Neighborhood"
3. Graph .....	"Rising Cost of Selling Milk"
4. Contest .....	in arithmetic, spelling, penmanship, etc.
5. Field trip .....	to a local wholesaler
6. Visit .....	to the office-practice room

7. Visitor ..... from a department store
8. Panel ..... "Qualities of a Good Secretary"
9. Debate ..... "Should taxpayers pay for transportation?"
10. Demonstration ... by shorthand student
11. Dramatization ... telephone conversation to reserve a hotel room in a distant city
12. Personal-data inventory ..... "My Qualifications for . . ."
13. Making slides ... "Our Public Utilities"
14. Bulletin board ... "Business Letterheads"
15. Construction ..... miniature furnished homes
16. Map ..... "Bus Routes in Our Town"
17. Experiment ..... testing fabrics
18. Game ..... "What's Wrong in This . . ."
19. Exhibit ..... "Our Signatures"
20. Notebook ..... "Business Forms Used in Our Community"

It should be clear that no project is "busy work." Each project must contribute to the goal in the related area. In each unit there should be at least one project dedicated to each goal.

**F**ROM the foregoing, it seems that teaching elementary business training by the use of the Q-SAGO teaching plan can be easy for the teacher, can be fun for both the teacher and the learners, and can be tremendously fruitful. The formula is simple: Lead students to ask the right questions, to look up the answers in the related subject-matter topic, to express their answers (or to practice them) in activities of their own selection, and so to reach the goals of all units: understanding the fundamental business concepts. Through repetition of the goals, the concepts are made permanent, and so the objectives of the course are attained.

(Next month: an outline for classroom management that makes the Q-SAGO plan still easier, still more fun, and still more profitable for the learners!—Series Editor)

### Now He Tells Us!

Speaking at a meeting of the Washington chapter of the NOMA, CHESTER GRASSMUCK, personnel manager for the American Oil Company, defined the businessman's description of today's educational problems.

"There is one thing that we have to remember," he said. "You [NOMA members] probably

graduated from college at twenty or twenty-one. We go back four years from that age, and we find commercial high school graduates averaging seventeen or eighteen years of age; and in business we expect five times as much from them today as we expected from you when you graduated from college!"

# Harley-Evans Corporation

## Chicago 6, Illinois

Lines

Octember 1st, 1947.

1

Mrs. Louis A. Vendrant  
Pres., Vendrant Venders Company  
Post office box, Number 182,  
Chicago, Illinois

2

3

4

5

Dear Miss Vendrant:

6

### Subject---Shipment of Order Number 78/35A.

7

We are almost interested in the Vendrant Venders that your description in your 16 Page pamphlet, "The Vendrant Venders, the Mechanical Merchants". We believe that your machines may be the answers to our problem of providing the employes, in our office, the cool refreshing drinks and candy bars to which they make so many trips to the nearest Drug Store.

8

9

10

11

12

13

Your model no. 78 / 35A, seems the most adequate for our main needs; Would it be possible to have imediate delivery on this model? It's the one described on Page 15, in Paragraph two. We should require however, that the vender be blue with Chrome trim in order that they it will match the furnishings in our reception.

14

15

16

17

18

On Page 17, in Para. Three, you mention that thec cooler moter can be obtained for iether alterating and direct current; but your add the statment--with certain exceptions. It is very, very important that our vender be equipped with Direct current.

19

20

21

22

If therefore you can sent us immediately Model No. 87/35A in blue, and chorme with a Direct current moter, please do so immediately at once.

23

24

25

Very Truly Yours,

26

Personnal Director,  
HARLEY-EVANS CORPRAITION

27

28

29

ARG/dc  
Enclosures (2)

30

PAR IS 70 • If your students can find 70 of the 86 errors that are packed in this "World's Worst Transcript," they deserve an A-plus! Indeed, you are a rare teacher if you, yourself, can locate 70 errors in 15 minutes without turning to the key on page 112. If your students do find 70 or more errors, send in their papers for a "Certificate of Proofreading Efficiency." They deserve it!



# October Transcription Awards Material

Anyone who can make par on this month's "World's Worst Transcript" deserves a certificate!

CLAUDIA GARVEY, Editor



**T**HIS MONTH'S candidate for the title "World's Worst Transcript" is the toughest we have ever presented: it contains 86 errors, and only a rare (or extremely well-trained) student will be able to find more than 70 of them. Knowledge about commas, underscores, sentence structure, capitals, and letter styling, as well as everyday alertness, is tested backward and forward in this Vendant Vender letter. When we tried this "WWT" on a suffering class in a business college near our office, a "normal-curve" distribution of scores worked out as follows:

Grade	Scores	Students
A	Above 68	1
B	62-67	7
C	56-61	12
D	50-55	6
F	Under 50	2

So, we feel certain that our willingness to grant a *Certificate of Proofreading Proficiency* to the student who finds 70 errors is not charity: it is recognition of superior proofreading ability.

**PROCEDURE** • If you wish your students to feel a personal responsibility for proofreading, and to have their achievement spotlighted, do this:

Place a copy of this month's WWT before each student. (If you haven't tried this device before, use last month's WWT for a try-out to awaken the students to the intricacies of proofreading.) You may duplicate your own copies or obtain them from the B.E.W. for two cents each. Challenge the class to find the errors, but do not reveal how many errors there are. Instruct the students to place a small check mark directly on each error (some words contain more than one mistake). Give them

as much time as they need. When they have finished, have them exchange papers and, as you read the key, which is on page 112, count the number of detected errors.

**CERTIFICATION** • Those students who make a "par" score of 70 or more detected errors are eligible for certification; so, mail their papers, with a covering letter that names the school, the school address, the students, and the student scores, to The Awards Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York. For each paper that is to be certified, send ten cents to cover in part the cost of examination, printing, and mailing.

**TRANSCRIPTION PROGRAM** • Students in any business class may apply for the proofreading certificate, although it is designed especially for transcription students. The WWT sets the stage for careful work in the transcription class and is therefore the forerunner of the materials that will be presented in the issues of the B.E.W. that follow.

Next month we shall present dictation materials for use in earning a Junior Certificate in Transcription. The materials are to be dictated at 80 words a minute and are to be transcribed at 10 words a minute at least. The complete schedule for the publication of transcription materials is indicated in the accompanying chart. Note especially, please, that materials may be used at any time; there is no "dead line." When your students are ready, use whichever materials you wish, whenever you wish, provided only that they are new materials when administered for certification.

SCHEDULE OF TRANSCRIPTION MATERIAL				
Issue	WWT	Junior	Senior	Superior
Sept.	x			
Oct.	x			
Nov.		x		
Dec.	x	x	x	
Jan.	x	x	x	x
Feb.	x			
March	x	x		
April	x	x	x	
May	x	x	x	x

With the use of the above schedule, you can plan your own transcription - awards program, either for one semester or for two. Remember that you can use the material at any time during the school year provided it is new material when given students.

# Typewriter Ribbons Need

ROBERT A. STEFFES

Instructor of Typewriting

Southern Illinois Normal University

**A**N INSTRUCTOR, who had just given a trial period to one of our typing students as a prospective candidate for a part-time typing job in his office, said, "She won't do. As usual with novices, she doesn't know how to make the material she types readable."

He was not referring to her accuracy or arrangement of copy; he referred specifically to her neglect to clean the type and attend to the ribbon.

He went on to say, "Why don't you fellows teach your typists how to do these things? They are basic needs. . . ."

As a matter of fact, why *don't* we teach "these things"—care of the typewriter, selection and changing of ribbons, and so on? Certainly no typewritten work looks proper if done with dirty keys and a poor ribbon. I wonder whether we instructors of typewriting may not be considering "these things" so elementary that we do not drill on them.

I followed up my associate's question by asking my students why they didn't clean the type. "Just forgot," one said. "Didn't feel I had enough time" and "I was afraid I would get

"my hands dirty" were other replies. But, fundamentally, I discovered the distressing fact that most of them did not recognize the *need* for it! Most of them, to my amazement, when shown a letter typed with dirty keys, did not know what made the letters smudged and shadowed.

This is how we took care of *that*. We provided a type-cleaning brush and began every advanced class with a type-cleaning minute or two. Student papers typed with dirty type were displayed on the bulletin board as horrible examples alongside of work typed properly.

And, further investigation proved, the students did not recognize ribbon flaws, either: they did not know why some work looked oozy with ink while other work was so faded and light that it could scarcely be read.

Ribbons! To the students nothing was less interesting about typing than a typewriter ribbon. They changed them, at first, only under sheer instructional force. They didn't care whether they were dim or bright so long as they were, as one student expressed it, "easy to erase"—which means dim, of course.

**I**F YOU are a skeptic about ribbons, here's what's *interesting* about them:

There is a vast difference in ribbons. Every brand varies in the fineness of its fabric and the texture of its ink, and most brands are available in several degrees of inking.

This means that the typist can select the shade, or degree of blackness, and not necessarily start with a heavily inked ribbon that gradually grows dim. Actually, unless you use soft paper, heavily inked ribbons are undesirable.

The best demonstration to show the difference in typewriter ribbons is to have one or two machines equipped with the highest quality ribbon of any reliable brand. Compare the typed product of these machines with that of machines equipped with cheaper ribbons, and you'll find that a good ribbon writes



"I know, I know, Mr. Stern, I'm changing it, I'm changing it!"

# Attention!

sharper letters, but still produces letters that are black and readable. An oily ink on a coarse fabric does a pretty messy job of smearing the letters.

The letters from the ribbon manufacturers cleared up several points that we, in turn, taught students. For instance, manufacturers are often confronted with the story that a ribbon is "unevenly inked." This was declared a physical impossibility because the ink used in ribbons flows through the fabric by capillary attraction, and even a ribbon intentionally unevenly inked would be evenly inked by the time it reached the consumer.

The greatest problem for the ribbon concerns is to overcome the antipathy of the stenographer for changing a ribbon when it is worn out. One manufacturer hinted that, if we think it difficult to change a ribbon now, we should look back to those days when all ribbons were supplied in a roll that had to be rewound on the old spools! Now, for each machine, we have individual spools that slip in place easily.

Students were surprisingly interested in colored ribbons, once they had been convinced that ribbons were important and interesting, too. Although most of them were familiar with the red and black combination, few knew that fussier or more artistic typists can select nearly every color of the rainbow, and even gold and silver ribbons!

Probably the best teaching aid apart from the personal letters of ribbon manufacturers was Circular C431 of the U. S. Department of Commerce, entitled "Typewriter Ribbons and Carbon Paper." This booklet is available from the Superintendent of Documents, Washington, D. C. The price is 10 cents. This booklet describes in detail how ribbons are tested to determine their wearability; their "recovery rate," or speed by which the ink is replenished after the type hits the ribbon; and the permanency of the inks.

In determining what makes a quality ribbon, it was discovered that the finer the cotton

## TYPISTS SHOULD KNOW:

A worn-out ribbon is a hopeless case. Only a complete re-inking can restore its color satisfactorily.

A purplish tone in a black ribbon is a danger sign. It means your typing will fade in light.

Elite and micro type need lightly inked ribbons so that the type will not fill up and smear.

It seldom helps to "flop" a ribbon after the top half is worn dim.

Dry heat is your ribbon's enemy.

Two-color ribbons are impractical unless you have wise use for the second color.

Ribbon manufacturers consider the antipathy of typists to ribbon changing one of their greatest problems.

The finer the weave of the fabric, the sharper the writing.

If your ribbons rapidly wear to shreds, it is probably because of a hard platen or type bars badly out of alignment.

About 40 per cent of the calls made by typewriter repairmen are directly traceable to improperly installed or exhausted ribbons.

With so many degrees of ribbon inking available, the typist should govern selection of the proper inking by the following tips:

Light inking for typists with a heavy touch.

Light inking for elite or micro type.

Light inking for easier erasing, greater dignity, and fineness of write.

Medium inking for average work.

Medium inking for soft, absorbent papers.

Medium inking for pica type.

Heavy inking for longer ribbon life.

Heavy inking for school, or other practice, machines.

Heavy inking for typists with a light touch.

Heavy inking for typewriters using extra-large type.

Heavy inking for typewriters that stand idle so much that the ink dries out between periods of use.



## FEATURES

# Case Studies

MARION WOOD  
College of Practical  
Arts and Letters  
Boston University

### 3. Ferne

FERNE simply couldn't transcribe even a short letter without making seven or eight mistakes. What could we do?

We asked Ferne to practice outside of class one letter of not more than eighty words, for a transcription drill. She studied this letter for transcription pointers such as commas and spelling and then wrote the letter in shorthand in her transcription notebook. Some days her letters were taken from plate notes; other days, from the longhand. She was cautioned to write these letters in her very best shorthand. When studying from the plate notes, she was urged to transcribe the letter at home.

The day following this preparation, Ferne had a five-minute drill in class. During this drill she transcribed the letter as many times as she was able to do in the five minutes without using a formal setup. She used a two-inch margin, the margin she would use if she were typing the letter in regular setup.

The first day we allowed Ferne five errors. Several days later, we decreased the errors to three. Finally, came the real accomplishment—five minute transcription drill with no errors.

The skill developed by this drill carried over into Ferne's regular transcription, enabling her to transcribe with an acceptable standard.

### 4. Julia

As I returned to Julia's papers, I remarked: "This is an excellent set of papers. Your stroke is much better than it has been on any set you have passed in thus far."

And Julia replied: "Thank you. I have found a very simple remedy. I was not keeping my fingers curved as you suggested. Keeping my fingers curved prevents me from hitting the keys above. I had a lot of trouble with this at first."

fabric, the sharper the writing. Silk is superior in this respect, of course. Although rayon would seem ideal for this purpose, manufacturers say it does not absorb the ink properly. The cotton fabrics most commonly used are selected for their long fibers. Egyptian or domestic Sea Island long-staple cotton is the most desirable in this respect.

The inks must be chosen carefully, too. If the ink is too thin, it will be absorbed too deeply into the fibers of the paper and will make erasures difficult. If the ink is too thick, it will not flow back into the fibers of the ribbon at the spot where the type has struck. Also, a thick or heavy ink, not properly ground, will tend to fill the type and make repeated cleaning of the type necessary.

Most of the ribbon manufacturers who were consulted indicated that their ink formula was a secret affair. It was stated less secretly, however, that carbon black is the principal ingredient in a black ribbon, and that metallic dyes, known as "lakes," make up certain of the colored pigments. The carbon black or the dyes are suspended in a slow-drying oil that carries the coloring matter into the fibers of the ribbon.

Typists whose ribbons seem to wear to shreds should be told that virtually no ribbon made today will fray or develop holes in the fabric if used in a properly serviced typewriter. When ribbons do fray, the fraying is usually caused by a hard or chipped platen, which deals the ribbon an unmerciful blow each time the type bar hits it. Type out of alignment, which causes the edge of the character to strike the ribbon at an angle, also will cut a ribbon. Another cause is uneven movement of the ribbon through the machine.

Typing teachers will find a pamphlet, "The Story of Buckeye," an interesting classroom aid. It is available free of charge from the Buckeye Ribbon and Carbon Company, of Cleveland, Ohio.

STUDENTS are always surprised to learn how technical is the production of something as simple looking as a typewriter ribbon. They are quick to experiment, quick to learn, quick to appreciate—thank goodness!—for the subject of the selection and treatment of typewriter ribbons is an important one, and it needs attention in every office-training course.

# The Administrator Looks at the Shorthand Teacher



Second of an administrative series by Los Angeles Supervisor of Business Education, JOHN N. GIVEN

**W**E ASSUME interest in, and enthusiasm for, shorthand, to be the two most valuable aids that the shorthand teacher can possess. He *loves* shorthand—if he is a superior shorthand teacher. He is skilled in it himself, and teaching shorthand is to him an exciting game.

Every school administrator should know that the ideal teacher of shorthand does three things *exclusively* in his classroom. He has his class writing shorthand; reading shorthand; or transcribing shorthand, with attention given to correct English grammar and punctuation. *That is all*; nothing else is done. Every minute is spent on shorthand.

## *The Shorthand Teacher's Qualifications*

The good teacher of shorthand should have recent office experience. The definition of *recent*, as used here, means office experience within the past five years.

The superior teacher of shorthand “knows his stuff.” His is the practical point of view; his is the realistic approach. He knows that shorthand is a vocational skill subject and must be mastered thoroughly. Shorthand, therefore, is a reality, not a philosophy.

What speed requirements does the teacher demand of himself in his blackboard writing? His demonstration speed should be between 80 and 100 words a minute, although he can probably record dictation faster than that in a notebook. The actual speed in rates above 80 words a minute is not so important as many teachers believe; the important thing is that whatever the teacher writes in his blackboard demonstration, *he should write without hesitation*. His shorthand characters should be well written; the proportion should be good; and his outlines should be seen clearly by the students seated in the rear of the room—and by the visiting supervisor.

If, by writing faster, the teacher's shorthand outlines are less clear, are too light, are in imperfect proportion (as is sometimes the case in high-speed writing), his demonstration is much less effectively presented. The teacher's demonstration rate must be well within his control if the demonstration is to be good.

## *What to Look For*

The administrator who visits the shorthand classroom, whether he knows shorthand or not, should be able to gauge the instruction being presented by watching for these things:

1. The class starts with the bell.
2. The teacher is obviously following a well-thought-out instruction plan. Routine is smooth, is familiar to the students.
3. The blackboard is used constantly, and the class can easily read the teacher's shorthand writing. The teacher's writing rate is fluent.
4. In every minute of the class, students are either reading, writing, or transcribing shorthand.
5. There is individual supervision of the writing of each student; the teacher does not stay at his desk.
6. There are varying dictation rates used, and the dictation includes some material that is not dictated with stress on phrasing.
7. Good English usage is an integral part of the class activity.

Shorthand is, and deserves to be, one of the most popular subjects offered in the business department. As such, it should continue to call for the highest degree of skill and teaching technique on the part of the teacher.  
(Next month: “*The Bookkeeping Teacher*”)

ONE of the objectives of a teacher-training program in distributive education is to provide the student with adequate practical experience so that he can more effectively prepare high school pupils for store positions. This can best be done through actual employment in the store and a co-operative program in which the prospective teacher fills a number of store positions on a part-time basis.

As a supplement to this type of training, I believe that a series of student projects involving a number of stores is of real value. These activities include the following: interviews with salespersons, interviews with customers, tours of stores, tours of manufacturing plants, analyses of merchandise, analyses of counter and window displays, preparation of counter and window displays, and telephoning for merchandise information.

This article is confined to the use of the service shopping type of project.

FIFTEEN seniors in the distributive-education course at the New York State College for Teachers, Albany, New York, have recently completed a service shopping report for the Carl Company, a Schenectady department store.

The store was shopped immediately following the completion of an intensive course in sales training that covered the following factors in selling: (1) courtesy, (2) willingness to serve, (3) interest in customer's buying problem, (4) knowledge of merchandise, and (5) selling points.

The following student activities were involved:

SERVICE SHOPPING REPORT			
Salesperson's No.	B Date	16 May 47	Time 2:05 P.M.
Name of Store	The Carl Company, Inc.	Address	Schenectady, N.Y.
Merchandise bought	Philco radio	Shopped by	Z. J. Gradow
1. a. Was the salesperson's greeting pleasant? Yes b. What words were used? Good afternoon, sir, do you have a particular type of radio in mind? 2. a. Was the salesperson courteous throughout the sale? Yes b. Give examples of courtesy. Shopper was impressed by salesperson's pleasant attitude and sincerity. Clerk displayed a good deal of knowledge regarding store services. 3. Did the salesperson show a real interest in your buying problem? Yes 4. What was the salesperson's attitude? Indifferent. Willing. Keen. High Pressure. 5. Was the quantity of merchandise shown: a. Enough to offer a good selection? b. Not enough to satisfy? c. Too much? 6. How did the salesperson handle and display merchandise? Shopper was allowed to examine several models closely; salesperson plugged two sets into the electric circuit and allowed shopper to compare tonal qualities. 7. What selling points were mentioned by the salesperson? (1) Attractiveness Popularity (2) (This just arrived) (3) (4) (5) (6) (7) 8. What additional merchandise was suggested? General suggestion 9. What did the salesperson say in presenting this suggested merchandise? Did you wish to see something else? Today is double coupon day. 10. Will you return to this salesperson? Yes Why? While this salesperson was not too well versed in the technical aspects of radio construction and maintenance, this minor deficiency is greatly overshadowed by her unusually pleasant attitude and sincere desire to be of service.			

## Student Service Shoppers

R. S. KNOUSE  
 Professor of Distributive Education  
 New York State College for Teachers  
 Albany, New York

The accompanying service shopping report, a duplicated form, serves as a guide to the student and provides the store owner with information valuable to improving service.

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## *Outline of a project every college and high school retailing class could undertake*

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### *1. Conference with store personnel manager.*

At this meeting, the project was explained; store layout and departments were identified; and the items to be purchased, assigned to students. Each student was scheduled to visit three different departments.

### *2. Briefing on report form.*

Each part of the service shopping report form was thoroughly explained.

### *3. Study of merchandise to be purchased.*

Each student made an individual study of the items on his purchase list. This was followed by general discussion and suggestions.

### *4. Field trip to make purchases.*

A list containing the name of each student, the date and approximate time of the student's arrival, the items to be purchased, and the number of the department had previously been sent to the store. The student went directly to the store office, received an envelope containing sufficient money to make his purchases, completed the buying, and returned to the office to leave the merchandise and change.

### *5. Completion of written reports.*

Each shopping report was typed on a duplicated form by the student.

### *6. Briefing on summary and analysis of report.*

High lights of the project were reviewed and evaluated from the student's viewpoint.

The make-up of the service shopping report will vary with the amount and type of information desired. In this particular case, the accompanying illustrated form proved to be satisfactory.

ALTHOUGH the co-operating department store employs a professional shopping service that reports monthly on the performance of its sales personnel, the student project nevertheless served as an excellent check and was especially important because of the difference in the ages of the student and of the professional shoppers. The goal of every store is to

provide efficient and courteous service for all customers, regardless of age or other differences; if inequalities exist in the type of service rendered to customers, a number of student shopping reports will uncover them.

There are many advantages to the students who take part in this type of project. Some of these are:

1. It gives the student an opportunity to observe selling principles and techniques in action. This should help him to develop a degree of tolerance for human failures and shortcomings.

2. It develops a certain degree of *esprit de corps* or comradeship between the business community and the school and a willingness to co-operate in the solution of common problems.

3. If, as Kilpatrick asserts, "One learns only what one lives," a project of this nature assumes a vital place in the over-all learning process.

4. It helps to impress the student with the fact that businessmen are willing to co-operate with schools in their training programs. The future of business education depends on this co-operation.

Student comments illustrate their interest and enthusiasm: "There is much more to sales work than merely taking money and wrapping goods." "The project made me realize more than ever before that the salesclerk has many problems."

Another student said, "All persons who intend to teach salesmanship should do this type of thing critically. It did more than a textbook to emphasize the value of a pleasant manner, agreeable voice, willingness to help, and all the other things that make a salesperson successful."

The shopping service report, properly handled, can benefit the store; stimulate real student interest; and, therefore, assist the teacher in accomplishing the objectives of the retail selling or related course. It can be helpful in building a fine spirit of public relations in the community. As a practical student project it has possibilities that the progressive administrator cannot overlook.



## AWARDS

THE tools of the bookkeeper are many. He works with words—the peculiar vocabulary of those who keep books. He works with pen and ruler, too. He must be neat, precise; his penmanship should be exemplary.

These are the factors that this month's contest problem concerns: words, pen, ruler, neatness, penmanship. Solution of the problem will take only a period or two of class time; yet participation in the contest affords motivation that will last for weeks. The prizes, the certificates, the honor, the interest of the problem itself—these influences bring zest to classwork and excitement to bookkeeping.

The month's problem is divided into two parts: *Assignment A* (to earn a Junior Certificate of Achievement) and *Assignment B* (to earn a Senior Certificate of Achievement). Your students may tackle either or both assignments; but, in order to win a Senior Certificate, the contestant must hold a Junior Certificate. If he did not win a junior award in last month's contest, he may apply for both the Junior and the Senior Certificates this month.

**THIS IS A CONTEST** • Every student who submits a satisfactory solution for one of

our monthly bookkeeping contest problems earns an attractive two-color certificate of achievement. Thus, there is motivation for every student every month. But the **BUSINESS EDUCATION WORLD** also awards cash prizes to the students who send in the best papers. These papers are graded by an impartial board in New York City—the same board of judges that will send back to you every unsatisfactory paper, with an indication of its deficiency.

# October Bookkeeping

A bookkeeper works with tools

our monthly bookkeeping contest problems earns an attractive two-color certificate of achievement. Thus, there is motivation for every student every month. But the **BUSINESS EDUCATION WORLD** also awards cash prizes to the students who send in the best papers. These papers are graded by an impartial board in New York City—the same board of judges that will send back to you every unsatisfactory paper, with an indication of its deficiency.

Every contest has to have rules, and these are the rules for this month's contest:

**1. The Awards.** For every satisfactory solution, a two-color certificate of achievement; for the first prize in each division (there are three divisions: college, public high school, and Catholic high school), a check for \$3; for second-place honors, \$2; for honorable mention, a scholastic-achievement certificate suitable for framing.

**2. Closing Date.** November 10, 1947. Send solutions (not less than five) to the B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York, postmarked on or before November 10.

### ASSIGNMENT A:

#### STEPS TO BOOKKEEPING WORD KNOWLEDGE

STUDENT REPRODUCES THIS FORM, FILLS IN THE DEFINITIONS, AND INSERTS THE WORD DEFINED IN THE BLANKS AT THE RIGHT.

	10	Gain	
	9	Things owned	
	8	Debts	
	7	Net worth	
	6	Costs of doing business	
	5	The people to whom a business owes	
	4	The people to whom a business sells	
	3	A book or file in which accounts are kept	
	2	A book in which the original record of a transaction is recorded	
I		The buying or selling of merchandise or service	

Solving this problem earns a Junior Certificate of Achievement.

# Contest Problem

and so does this month's problem

3. **Identification.** Send a typed list in duplicate of the names of the students whose papers are submitted. Place "A" after the name of each student who is a contestant for a Junior Certificate, and "B" after the name of each contestant for a Senior Certificate. Have each student's name, name of school, address of school, and name of teacher in full in the upper right-hand corner of each paper submitted.

4. **Fee.** Remit 10 cents for each paper, to cover in part the cost of examination, printing, and mailing.

5. **Judges.** Milton Briggs, Claudia Garvey, and Alan C. Lloyd.

**DIRECTIONS** • Place a copy of this month's twin problem on the blackboard or duplicate copies for distribution to each student. Then read the following introductory paragraphs to your students:

"Among the steps toward knowledge in bookkeeping are the technical terms that we learn to use. These steps lead to the doors that admit you to a thorough understanding of business record keeping.

"I have placed on the board (or have distributed) a contest problem that is designed to test *your* bookkeeping vocabulary. Other purposes of the contest problem — besides winning prizes and special awards, that is! — are to test your skill in ruling with ink, in good penmanship, and in clear figure formation. This problem is a test, but not an ordinary test for grades; it is a test to see whether or not you are developing the knowledge and skill that your future employer will expect.

"Each of you is to solve this problem. If the paper you prepare as your solution to the problem is accurate and neat, we will send your papers in to the BUSINESS EDUCATION WORLD magazine, whose judges will decide whether your work is worthy of winning certificates and prizes. The certificates are printed in two colors; and, if you win one, you can proudly show it to your parents, friends, and future employers. If your paper is outstanding, you can win a cash prize, too!"

**SPECIAL INSTRUCTIONS** • "Those of you who are going to try for your first certificate should do Assignment A. You can win a Junior

## ASSIGNMENT B:

### STEPS TO BOOKKEEPING WORD KNOWLEDGE

STUDENT REPRODUCES THIS FORM,  
FILLS IN THE DEFINITIONS, AND  
INSERTS THE WORD DEFINED IN  
THE BLANKS AT THE RIGHT.

20	Right-hand side	
19	Goods on hand	
18	Left-hand side	
17	The difference between debit and credit totals	
16	Written promises to pay money at a future time	
15	Oral promises from customers to pay money to the proprietor	
14	The process of transferring debits and credits from a journal to a ledger	
13	A statement showing the financial condition of business	
12	A report of the income, costs and expenses of a business	
11	The length of time between preparation of financial statements	

Solving this problem earns a Senior Certificate of Achievement.



MILTON BRIGGS

Certificate of Achievement if your work is good. Those of you who won a Junior Certificate last month will try for the Senior Certificate this month; so, you should do Assignment B.

"Whichever assignment you select, use ink and your best penmanship. Use an 8½-by-11-inch sheet of plain paper (turned sideways, if you wish). Make a *ruled* copy of the form and fill in the words that are defined by the words on each step of the form. All the missing answers in Assignment A are single-word answers; but some of the answers in Assignment B contain more than one word."

TEACHER'S GUIDE • To aid you in making a preliminary check of your students' papers, if you wish to do so before you send them to New York, we provide the following key:

#### ASSIGNMENT A

- |                |                                   |
|----------------|-----------------------------------|
| 1. Transaction | 6. Expenses                       |
| 2. Journal     | 7. Proprietorship<br>(or capital) |
| 3. Ledger      | 8. Liabilities                    |
| 4. Customers   | 9. Assets                         |
| 5. Creditors   | 10. Profit                        |

#### ASSIGNMENT B

- |                               |  |
|-------------------------------|--|
| 11. Fiscal period             | 16. Promissory notes<br>(or notes receivable or payable) |
| 12. Profit and loss statement | 17. Balance  |
| 13. Balance sheet             | 18. Debit (side)   |
| 14. Posting                   | 19. Merchandise inventory                                |
| 15. Accounts receivable       | 20. Credit (side)  |

## Key to the WWT On Page 102

### Line

- 1 (1) month misspelled (2) delete *st* (3) delete period  
3 (4) spell out *President*  
4 (5) capitalize *office* (6) capitalize *box* (7) delete comma after *box* (8) use *No.* not *Number* (9) delete comma after *182*  
5 (10) *Illinois* misspelled  
6 (11) *Mrs.* not *Miss*  
7 (12) letter does not concern shipment (13) subject line should be blocked or centered, not indented (14) delete one hyphen or use colon instead of dash (15) use *No.* not *Number* (16) delete period (17) delete underscore or underscore entire line  
8 (18) *most* not *almost* (19) *you* not *your* (20) *de-* not *des-*  
9 (21) *scribe*, not *cription* (22) insert hyphen between *16* and *page* (23) *page* not *Page* (24) *Mechan-* not *Mech-* (25) delete underscore  
10 (26) period precedes quotation mark (27) *believe* misspelled (28) *answer* not *answers*  
11 (29) *employees* misspelled (30) delete comma before *in* (31) delete comma before *the* (32) insert comma after *cool*  
12 (33) \*insert *the* before *candy* (34) *for* not *to*  
13 (35) *drug* not *Drug* (36) *store* not *Store* (37) *drugstore* is one word  
14 (38)\*capitalize *model* (39) capitalize *no.* (40) no space before or after diagonal (41) delete comma after *35A* (42) period not semicolon  
15 (43) *immediate* misspelled  
16 (44) *page* not *Page* (45) \*paragraph, not

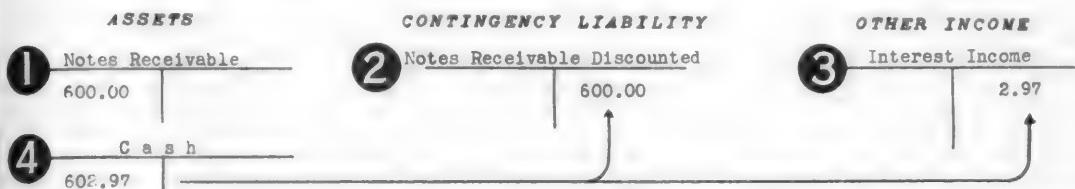
### Line

- Paragraph* (46) 2 not two (47) insert comma after *require*  
17 (48) *chrome* not *Chrome* (49) delete *the*  
18 (50) insert *room* after *reception*  
19 (51) block paragraph (52) *page* not *Page* (53) can't have a *page* 17 in a 16-page booklet (54) write out *paragraph* (55) \*do not capitalize *paragraph* (56) 3 not three (57) *the* not *the* (58) *motor* misspelled  
20 (59) *either* misspelled (60) *alternating* not *alterating* (61) *or* not *and* (62) *you* not *your*  
21 (63) *statement* misspelled (64) comma not dash (65) quote not underscore, the quotation (66) *impor-* not *import-*  
22 (67) *for* not *with* (68) *direct* nor *Direct*  
23 (69) \*insert comma before *therefore* (70) \*insert comma after *therefore* (71) *send* not *sent* (72) *78/35A* not *87/35A* (73) delete comma after *blue*  
24 (74) *chrome* misspelled (75) insert comma after *chrome* (76) *direct* not *Direct* (77) hyphenate *direct* and *current* (78) *motor* misspelled (79) delete *immediately*  
26 (80) *truly* not *Truly* (81) *yours* not *Yours*  
27 (82) *Personnel* misspelled (83) delete comma  
28 (84) \*company signature misplaced (85) *CORPORATION* misspelled  
30 (86) there are no enclosures mentioned

\* Preferable practice is indicated here. Some authorities would consider this optional, however; so, if your students have knowingly used the optional practice, give them credit for it my marking "K" at this point on the WWT's sent in for certification, and include these "K's" in the score of detected errors.

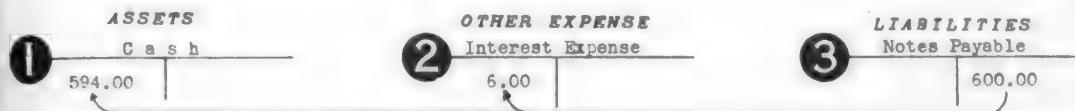
**CASE I: DISCOUNTING A NOTE RECEIVABLE**

Terms of note.....	\$600, 60 days, 6 per cent	Face value of note.....	\$600.00
[A] Date of note.....	March 1	Interest earned.....	6.00
[B] Date taken to bank for discount	March 31	Maturity value.....	606.00
[C] Maturity date of note.....	April 30	Interest cost (bank discount, 6%)....	3.03
[D] Period of bank discount.....	30 days	Proceeds.....	602.97



**CASE II: DISCOUNTING A NOTE PAYABLE**

Terms of note.....	\$600, 60 days, 6 per cent	Face value of note.....	\$600.00
		Interest cost.....	6.00
		Proceeds.....	594.00



Accounting Cycle Chart No. 11

## Discounting Promissory Notes

HOWARD A. ZACUR  
University of Miami  
Coral Gables, Florida

Discounted (2), which is a Contingent Liability account if the indorsement is made without qualifications.

The discount is computed by the bank for the number of days (D) between (B) the date that the note is taken to the bank for discounting and (C) the maturity date on the note. If the proceeds are in excess of the *face value* of the note, the difference is credited to Interest Income (3). (If the face value of the note is in excess of the *proceeds*, the difference is debited to Interest Expense.) The net proceeds are debited to the Cash account (4) and the face value of the note discounted is credited to the Contingent Liability account.

*Case II, Discounting Own Notes.* When a business desires to borrow money by discounting its own note payable, the business records the transaction by debiting Cash (1) for the proceeds and Interest Expense (2) for the amount of the discount. The Notes Payable account (3) is credited for the face of the note, representing the liability on the books.

**I**N LAST month's illustration, "Charting Promissory Notes," we outlined a method for recording the *receipt* of an interest-bearing note receivable and the *issuance* of an interest-bearing note payable. Let us observe now a method for recording the *discounting* of a note receivable and of a note payable.

*Case I. Discounting Debtor's Notes.* A business organization that transacts any of its affairs by negotiable instruments must provide accounts for the notes it receives from its debtors. All promissory notes, acceptances, and time drafts received from the debtors are debited to the Notes Receivable account (1).

A business that wishes to borrow money from a bank by discounting debtors' notes must provide an account known as Notes Receivable

## Professional Report (cont'd.)

(From page 73)

### BALTIMORE

Historically, modern business education in the public schools of Baltimore began in 1831 with the introduction of bookkeeping and mensuration. Today, the department of business education graduates more pupils than any other vocational department in Baltimore.

Evidence of the growth—and of Baltimore's pride in its growth—is a new brochure entitled "25 Years of Progress" in vocational education. Edited by CHARLES W. SYLVESTER, Baltimore's pace setter in vocational education, the brochure contains bright chapters by E. DUNCAN HYDE, supervisor of commercial education, and by FOREST E. LAWTON, supervisor of distributive education.

But Baltimore is not yet ready to rest on its laurels. Says Superintendent Sylvester: "Too many Baltimore children leave school at fourteen years of age, large numbers at sixteen, and a total of 50 per cent of all youth terminate their schooling before they reach the tenth grade. Of course those who enter the senior high schools, only 50 per cent graduate."

Replies Supervisor Hyde: "Business education . . . is particularly adapted to those whose formal schooling must end at or before graduation from high school."

### NEW ORLEANS

For many years, the famous New Orleans's Joseph A. Maybin School has held national attention. Under the leadership of RAY ABRAMS, principal of the school, many innovations have been made.

Now comes another innovation: the Maybin Import-Export Institute, a two-year academic-technical program to equip veterans (since its founding last January, nonveteran high school graduates have also been permitted to enroll) for employment in the field of foreign trade. Envisioning the day when New Orleans will become an international port of major importance, the Orleans Parish School Board has

set up the new Institute to train for careers in foreign-trade businesses.

The following outline of the course of study defines the work of the Institute:



RAY ABRAMS

set up the new Institute to train for careers in foreign-trade businesses.

The following outline of the course of study defines the work of the Institute:

Subjects	Hours per Week each Term			
	1st	2nd	3rd	4th
English, bus. corres. ....	5			
Latin American history		5		
Latin American geography and social prob. ..				
History of American Foreign Policy .....				
Bookkeeping and business mathematics .....				
Typewriting .....				
Spanish .....	5	5	5	
Foreign Trade .....	10	10	10	

\* If the student already possesses essentials in the skills, he may substitute business law and economics.

*Interesting tidbit:* Requirements for the typing course are copying at 50 words a minute; setting up and typing letters; centering and typing tabulations; setting up and typing such financial statements as balance sheets, profit and loss statements, and the like; and the typing of such business forms as invoices, bills of lading, and legal forms.

### MASSACHUSETTS

The Bay Path Secretarial School, of Longmeadow, Massachusetts, is another school that has had to expand to meet its growing enrollment. Students returning to Bay Path's 24-acre



Empsall Hall, at Bay Path

campus this fall (Bay Path is a two-year school for girls) found that a new dormitory, Empsall Hall, had been added. Complete with a pine-paneled recreation room, an oak-paneled dining room, a solarium, and large rooms with private tiled baths, Empsall Hall contributes to the suburban beauty of Bay Path.

### PALM BEACH

Today's needs for improved instruction facilities, which have been felt by many schools, are being met by the Belle Iles Commercial College, of Palm Beach, Florida, through the construction of a new home. The building will contain an innovation in classroom style: each room will have a soundproof ceiling and walls that curve to meet the ceiling in arcs; rooms will open into a landscaped patio.

# *Perhaps a Sample's the Thing!*



the *first things* wise shorthand teachers are doing in order to get the work off to a good start and to keep morale and effort at a peak of efficiency.

What teacher has not experienced the "headache" of indolence and disinterest at one time or another while students are in the less exciting, but necessarily more important, part of their training—the *practice, more practice, and still more practice* stage! 12,000 shorthand teachers took THE GREGG WRITER for relief last year, and indications are that this number will be increased materially this season. Approximately 400,000 shorthand and typing certificates were issued by THE GREGG WRITER last year. If placed end to end, they would stretch more than thirty miles!

Student subscriptions to THE GREGG WRITER may be a solution for you, too. Delightful stories, entertaining and morale-building articles to be read as a pleasant but profitable pastime, tests to practice for awards, a real shorthand magazine to look forward to receiving each month—these keep industrious students happy!

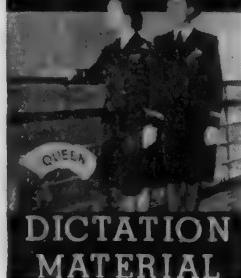
Try it, won't you? We will furnish samples for all your students this year if you will write us the number of students you have in your classes, and state whether first- or second-year. We don't know how long our September supply will last; so order early.

A complimentary subscription will be given the teacher who sends yearly subscriptions from 90% of her students, including at least ten. Students will receive a complimentary copy of FABLES with their subscriptions.

**PLEASE MAIL YOUR ORDERS IN EARLY!**

**The Gregg Writer      270 Madison Ave.      New York 16, N. Y.**

*The key to the shorthand plates in The Gregg Writer is published in the Business Education World.*



*Read these articles in shorthand in this month's Gregg Writer*

B.E.W. Page	G.W. Page	B.E.W. Page	G.W. Page
122 A Sound Achievement	101	117 Manhattan Main Street	105
121 Actual Business Letter	111	118 Secrets of a Small-town	89
119 Air Insurance	94	Postmaster	89
123 Because It Is There!	100	123 Senior O.G.A. Test	79
120 Graded Letters	97	122 60 Years of An Idea	96
119 Heat Without Fuel	95	116 The Transplanted Ghost	106
117 How the Penny Post Started	104	121 Transcription Practice	83
123 Junior O.G.A. Test	82	123 Wits and Wags	112

## The Transplanted Ghost

### PART II

I FOLLOWED the servant with the candle aloft through chill and carven corridors, through galleries lined with faded<sup>1</sup> portraits of forgotten lords. "Wheels!" I kept saying to myself. "The old man evidently thinks it takes a live Pierrepont<sup>2</sup> to coax a dead one," and I laughed nervously as I entered the vast bedroom. I had to get on a chair in<sup>3</sup> order to climb into the four-poster, a cheerful affair that looked like a royal funeral barge. At my head<sup>4</sup> I noticed a carved device, seven mailed hands snatching at a sword with the motto: "CAVE ADSUM!"

"Beware, I am<sup>5</sup> here!" I translated. Who was here? Ghosts? Fudge! What hideous scenes had this chamber beheld of yore? What might not happen<sup>6</sup> here now? Where, by the way, was old Hobson's daughter, Anita? Might not anything be possible? I covered my<sup>7</sup> head with the bedclothes.

Next morning being mild and bright, and Thaddeus Hobson and his mysterious daughter not<sup>8</sup> having showed up for breakfast, I amused myself by inspecting the exterior of the castle. In daylight<sup>9</sup> I could see that Gauntnoor, as now restored, consisted of only a portion of the original structure. On<sup>10</sup> the west side, near a sheer fall of forty or fifty feet, stood the donjon tower, a fine piece of medieval<sup>11</sup> barbarism with a peaked roof. And, sure enough! I saw it all now. Running along the entire west side of the<sup>12</sup> castle was a wonderful wall, stretching above the moat to a dizzy height. It was no difficult matter to<sup>13</sup> mount this wall from the courtyard, above which it rose no more than eight or ten feet. I ascended by a rude sentry's<sup>14</sup> staircase, and once on top I gazed upward at the tall medieval prison-place, which reared above me like a clumsy<sup>15</sup> stone chimney. Just as I stood, at the top of the wall, I was ten or twelve feet below the lowest window of<sup>16</sup> the donjon tower. This, then, was the wall that the ancient Pierrepont had scaled, and yonder was the donjon window that<sup>17</sup> he had planned to plunder on that fatal night so long ago. And this was where Pierrepont the Ghost was supposed to appear!<sup>18</sup>

How the lover of spectral memory had managed to scale that wall from the outside, I could not quite make out.<sup>19</sup> But once on the wall, it was no trick to snatch the damsel from her durance vile. Just drop a long rope ladder from the<sup>20</sup> wall to the mat, then crawl along the narrow ledge—got to be

careful with a job like that—then up to the window of the donjon keep, and away with the Lady Fair. Why, that window<sup>21</sup> above the ramparts would be an easy climb for a fellow with strong arms and a little nerve, as the face of the<sup>22</sup> tower from the wall to the window was studded with ancient spikes and the projecting ends of beams.

I counted the<sup>23</sup> feet, one, two, three—and as I looked up at the window, a small, white hand reached out and a pink slip of paper dropped at<sup>24</sup> my feet. It read:

Dear Sir: I'm Miss Hobson. I'm locked in the donjon tower. Father always locks me here when there's a<sup>25</sup> young man about. It's a horrid, uncomfortable place. Won't you hurry and go?

Yours respectfully,  
A. HOBSON<sup>26</sup>

I knew it was easy. I swung myself aloft on the spikes and stones leading to the donjon window. When I was<sup>27</sup> high enough I gazed in, my chin about even with the sill. And there I saw the prettiest girl I ever beheld,<sup>28</sup> gazing down at a book tranquilly, as though gentlemanly rescuers were common as toads around that tower.<sup>29</sup>

"Pardon," I said, holding on with my right hand, lifting my hat with my left. "Am I addressing Miss Annie Hobson?"<sup>30</sup>

"You are not," she replied, only half looking up. "You are addressing Miss Anita Hobson. Calling me Annie<sup>31</sup> is another little habit father ought to break himself of." She went on reading.

"Is that a very<sup>32</sup> interesting book?" I asked, because I didn't like to go without saying something more.

"It isn't!" She arose<sup>33</sup> suddenly and hurled the book into a corner. "It's Anthony Hope—and if there's anything I hate it's him. Father<sup>34</sup> always gives me Prisoner of Zenda and Ivanhoe to read when he locks me into this donjon. Says I ought<sup>35</sup> to read up on the situation. Do you think so?"

"There are some other books in the library," I suggested.<sup>36</sup> "Bernard Shaw and Kipling, you know. I'll run over and get you one."

"That's fine—but no!" she besought, reaching out her hand<sup>37</sup> to detain me. "No, don't go! If you went away you'd never come back. They never do."

"Who never do?"

"The young men."<sup>29</sup> The very instant father sees one coming he pops me in the tower and turns the key. You see," she explained, "when<sup>30</sup> I was in Italy I was engaged to a duke—he was a silly little thing, and I was glad when he turned<sup>31</sup> out bogus. But father took the deception awfully to heart and swore I should never be married for my money.<sup>32</sup> Yet I don't see what else a young girl can expect," she added quite simply.

I could have mentioned several hundred<sup>33</sup> things.

"He has no right!" I said sternly. "It's barbarous for him to treat a girl that way—especially his daughter."<sup>34</sup>

"Hush!" she said. "Dad's a good sort. But you can't measure him by other people's standards. And yet—oh, it's maddening,<sup>35</sup> this life! Day after day—loneliness. Nothing but stone walls and rusty armor and books. We're rich, but what do we get<sup>36</sup> out of it? I have nobody of my own age to talk to. How the years are passing! After a while—I'll be—an<sup>37</sup> old maid. I'm twenty-one now!" I heard a sob. Her pretty head was bowed in her hands.

Desperately I seized the bars<sup>38</sup> of the window, and, miraculously, they parted. I leaned across the sill and drew her hands gently down.

"Listen<sup>39</sup> to me," I said. "If I break in and steal you away from this, will you go?"

"Go?" she said. "Where?"

"My aunt lives at Seven<sup>40</sup> Oaks, less than an hour

from here by train. You can stay there till your father comes to his reason."

"It's quite like father never<sup>41</sup> to come to his reason," she reflected. "Then I should have to be self-supporting. Of course, I should appreciate<sup>42</sup> employment in a candy shop—I think I know all the principal kinds."

"Will you go?" I asked.

"Yes," she replied<sup>43</sup> simply, "I'll go. But how can I get away from here?"

"Tonight," I said, "is Christmas Eve, when Pierrepont the Ghost is supposed<sup>44</sup> to walk along the wall—right under this window. You don't believe that fairy story, do you?"

"No."

"Neither do<sup>45</sup> I. But can't you see? The haunted wall begins at my window on one end of the castle and ends at your window<sup>46</sup> on the other. The bars of your cell, I see, are nearly all loose."

"Yes," she laughed, "I pried them out with a pair of scissors."<sup>47</sup>

I could hear Hobson's voice across the court giving orders to servants.

"Your father's coming. Remember tonight,"<sup>48</sup> I whispered.

"Midnight," she said softly, smiling out at me. I could have faced flocks and flocks of dragons for her at that<sup>49</sup> moment. The old man was coming nearer. I swung to the ground and escaped into a ruined court. (1177)

(To be concluded next month)

## "Manhattan Main" Street

THOUSANDS of otherwise normal individuals spend half their lives underground in New York City, coming up<sup>1</sup> only occasionally for a sniff of fresh air and a look at the sky—

Thirty-six thousand of them (men and<sup>2</sup> women) work out their days or nights in the subway system, far beneath the famed sidewalks. . . .

The "underground" railroad,<sup>3</sup> covering 237 miles of route trackage, collects 6,260,854<sup>4</sup> nickels on an average day—2,285,211,610<sup>5</sup> nickels a year, or about 285 rides per New York capita. . . .

It links all<sup>6</sup> the five boroughs except Richmond, which is Staten Island and which you still have to get to by ferry—employing' a honeycomb of twenty-one tunnels through bedrock, under river mud, beneath skyscrapers and suburbs. . . .

## How the Penny Post Started

THE STORY IS TOLD that Roland Hill, the English postal reformer, got his idea of cheaper postage from<sup>1</sup> what he learned from a girl. He happened to be near her when she received a letter from the postman. As she held it<sup>2</sup> in her hand and looked carefully at it, she asked the cost of the postage. This was in the days when the recipient<sup>3</sup> paid the costs.

When told that the cost was a shilling, she returned the letter to the postman, saying she could not<sup>4</sup> afford to pay it. Mr. Hill, full of sympathy, offered to pay the shilling. The girl was strongly

• It<sup>5</sup> represents an investment of one billion, five hundred million dollars by the city, and it costs about two hundred<sup>6</sup> twenty-one million dollars a year to run. . . .

It collects one hundred twenty-five million dollars a year in<sup>7</sup> fares, and another four million dollars from percentages on vending machines which sell penny candies, peanuts<sup>8</sup> and chewing gum, and from phone booths, car cards and station advertising.

You can ride the whole 237<sup>9</sup> miles for a nickel or two, if you are sharp and indefatigable . . . You can leave your home in Brooklyn or<sup>10</sup> the Bronx, buy anything you want, eat, sleep, go to the theater, get a tooth filled, your suit cleaned, your hair trimmed—and get<sup>11</sup> back home again, without ever emerging into the open. (291)

## • The Reporter of Direct Mail Advertising in "The Advertiser's Digest"

averse to<sup>12</sup> his doing so. When the postman had departed the girl confessed that there was no message in the letter for her.<sup>13</sup> The message was on the outside, in cipher marks. She and her brother were so poor that they had invented that way<sup>14</sup> of communicating.

Mr. Hill, feeling that a postal system that encouraged people to commit petty<sup>15</sup> fraud was a bad system, began to work for a lower postal rate. After much opposition, he achieved success.<sup>16</sup> It is to him that we owe the idea of universal cheap postage. (194)



These dictation materials are counted in units of 20 standard words.

## Secrets of a Small-town Postmaster

As told to Ellen Crane, in the  
June, 1947, Coronet

Copyright, 1947, by Esquire, Inc., Coronet Building,  
Chicago, Illinois

MOST PEOPLE IN OUR TOWN have an idea that being postmaster is a soft job, handed out by a grateful<sup>1</sup> political party for services rendered. They assume that all I have to do is wear a necktie, peddle<sup>2</sup> stamps, and, of course, read post cards. Well, maybe it was once that way, but nowadays the job is more complicated, and<sup>3</sup> after ten years as postmaster of my small Midwestern town I think that the person who thought up the term "public servant" really had something.

Besides getting the mail in and out of town, a routine job which is forever<sup>4</sup> entangling me in non-routine problems, I also do a banking business, sell Government bonds, dispense Civil<sup>5</sup> Service information, manage an office building, and, ex-officio, make out income tax returns, wrap<sup>6</sup> packages, and act as town information bureau.

To handle this multiple job, I should really have been<sup>7</sup> trained as a combination bookkeeper, baggage smasher, mind reader, bank clerk, and psychologist. Instead of which<sup>8</sup> I am just an average small-town citizen, trying to keep both the postal inspectors and the postal public<sup>9</sup> happy.

Perhaps it is this combination that causes most of my problems. By themselves, the inspectors would<sup>11</sup> be a pushover. Once I had learned that the Post Office Department was serious about my filling out all<sup>12</sup> these forms, I stopped worrying over the inspector's visits. What is more, the Government is consistent. I know<sup>13</sup> what to expect from it—or, if I don't, I can consult the regulations. My customers, however, are something<sup>14</sup> else. Their only point of consistency is that they don't give a hang about the rules—they just want service.

Take<sup>15</sup> the matter of hours. In our town, while the post office is open from 8 a.m. to 6 p.m. except Sundays<sup>16</sup> and holidays, I can't remember a week end since I hung my hat on a Government hook when I haven't had<sup>17</sup> at least one call about something which, to somebody, was an emergency.

Mrs. Grant, for instance, will choose Sunday<sup>18</sup> morning to phone me about a suitcase sent by parcel post which has not arrived yet. There's nothing I can do<sup>19</sup> about it until Monday, but Mrs. Grant wants her suitcase now—and the fact that she's known me since I was a baby<sup>20</sup> doesn't make it any easier for me to explain the situation.

Take Jim Budlong as another<sup>21</sup> example. It was on a Sunday afternoon that Jim got his man—me—in the midst of a golf game. Could I open<sup>22</sup> the mailbox on the village square and extract a post card he had mailed without addressing? Of course he could have<sup>23</sup> gone to the hotel three doors away, bought another penny card and rewritten his message. But Jim got sore when<sup>24</sup> I suggested it, and he hasn't spoken to me since.

My job, which some people think is a political plum,<sup>25</sup> begins at 8 a.m. The first of eight daily mails arrives at 8:30 and is distributed by three clerks.<sup>26</sup> Some goes to town and rural carriers, some to lock boxes, some to general delivery. In theory<sup>27</sup> there is a boy on hand to deliver the "specials," but, since so few come to our town, it doesn't pay to keep a<sup>28</sup> kid to meet every mail. So I carry them myself.

Back at the office I begin on paper work, sending<sup>29</sup> to the Central Accounting Office whatever money we have taken in for money orders and postal notes,<sup>30</sup> the cash received from bonds and postal savings whenever it reaches fifty dollars or more, and, twice a month, the<sup>31</sup> revenue from stamps. Then I read the day's mail—mine, that is—and the Postal Bulletin, to find out what the Department<sup>32</sup> wants and how many mistakes I've made.

Our supplies of stamps and the like are allotted on a "fixed credit" basis.<sup>33</sup> Each of the two regular clerks has his own drawer, containing a few hundred dollars in stamps. They buy from my<sup>34</sup> five-thousand-dollar stock each day. Once a month before I remit to the Central Accounting Office, I check these<sup>35</sup> drawers to make sure that our accounts balance. If a clerk's drawer is out of balance, he must reimburse it from personal<sup>36</sup> funds, and if my accounts don't come out even, I, too, must pay up.

THE Department doesn't fool around with its<sup>37</sup> cogs. A postal employee can get demerits for anything from accepting an improperly wrapped package<sup>38</sup> to failing to pay his debts and seven hundred demerits in a year bring him under scrutiny for removal.<sup>39</sup> Small errors bring five or ten demerits, but serious offenses cost plenty: for example, falsifying<sup>40</sup> the time record, five hundred; being AWOL fifty to one hundred for the first day; misconduct<sup>41</sup> off duty which brings discredit on the service, from fifty to five hundred, depending on its seriousness;<sup>42</sup> failure to pay just debts, one hundred to five hundred.

This is all quite fair and logical, but did you ever<sup>43</sup> try to explain to a member of your mother's sewing circle why you can't accept the two jars of strawberry<sup>44</sup> jam which she has wrapped in one layer of brown paper to send to her daughter in California? I have, and<sup>45</sup> it isn't fun. That explains why I am now one of the finest package-wrappers in the country.

We sell about<sup>46</sup> twenty thousand dollars worth of stamps a year, which automatically makes ours a second-class office and my<sup>47</sup> pay three hundred dollars a month. We are not supposed to urge people to buy more stamps than they need, and—proselytizing<sup>48</sup>—trying to get people from near-by towns

to patronize our office—would switch me into the ranks of the<sup>10</sup> unemployed faster than a change of administration in Washington. One of my jobs, however, is to<sup>10</sup> encourage people to use our service.

For instance, I suggested to the county treasurer that he notify<sup>11</sup> people by post card of the amount of their taxes so that they could mail their checks and he, in turn, mail receipts. It<sup>12</sup> saved a lot of crowding and confusion in his office during the last days before tax deadline—and sold a lot<sup>13</sup> of extra stamps, too.

But most of the townspeople don't need urging to make use of our services, especially<sup>14</sup> the extracurricular. It is no joke to me on a Sunday morning, when the temperature is below<sup>15</sup> zero, to trudge to the office and dig out a box of flowers which was scheduled to arrive at midnight Saturday.<sup>16</sup> But when there's a wedding or funeral in town, I'd be even meaner than people think I am if I refused.<sup>17</sup>

My chief plaint, however, concerns our special baby-chick service, even though I thought it up in self-defense.<sup>18</sup> For the benefit of city-bred folk, let me explain: instead of hatching eggs via the setting hen or<sup>19</sup> incubator, most farmers nowadays order day-old chicks from near-by hatcheries. These are shipped by parcel post in<sup>20</sup> cartons of one hundred and invariably arrive just after the rural carriers have left.

As a result,<sup>21</sup> every day from January until June, we work to an obbligato of hundreds—sometimes thousands<sup>22</sup>—of "cheep, cheeps." Maybe I could have learned eventually to enjoy this accompaniment, but I didn't have<sup>23</sup> the stamina to find out. Instead, I inaugurated the plan of phoning a purchaser as soon as his<sup>24</sup> chicks arrived, so that he could pick them up. Most of the farmers are grateful for this special service, but there are some<sup>25</sup> who always suggest I make the delivery. And there are times when I've had to do it, too.

Then there is the problem<sup>26</sup> of deciphering names on incoming mail. Since our town, like many small places, boasts a number of large<sup>27</sup> families, we sometimes have trouble making prompt delivery. There are, by actual count, more than two hundred<sup>28</sup> Richardsons in the community, with plenty of Franks, Freds, F. K.'s, F. J.'s and Juniors among them. It's a neat trick<sup>29</sup> to guess right when a letter comes addressed to F. J. Richardson, Jr.

Is it old Frank's boy, who lives in the Casper<sup>30</sup> place out near the Burlington station, or the one known locally as "Stinky," who's farming the Lacy place west<sup>31</sup> of town? Chances are it will turn out to be the eight-year-old son of F. Jasper, president of the First National<sup>32</sup> Bank, who's just begun to send away for comic books. But don't think that all of them, including the eight-year-old,<sup>33</sup> won't be furious if their mail doesn't reach them promptly!

This identification business was a big headache<sup>34</sup> during the war, when local boys met out-of-town girls, married them, and shipped them home for the duration. Then came the<sup>35</sup> allotment checks, all without street addresses, and all made out to "Mrs. Maude Brown," "Mrs. Gladys Richardson," and<sup>36</sup> the like, while the proud new brides insisted on calling themselves "Mrs. Ralph Brown" and "Mrs. Harry Richardson." If<sup>37</sup> only Emily Post and the Government had gotten together, it would have saved us a lot of grief.

The case<sup>38</sup> that I remember best concerned Mrs.

Milly Adams. When we received her first allotment check, we called all the<sup>39</sup> Adamses in the phone book. None of them had ever heard of Milly, so, when the check wasn't called for, all we could<sup>40</sup> do was return it.

Next came a letter from Corp. William Adams, very irate because we hadn't<sup>41</sup> delivered his wife's check. It took two exchanges of letters to ferret out the fact that her given name was Laura,<sup>42</sup> but he had always called her Milly, so he used that name when listing her as a dependent. He still doesn't<sup>43</sup> understand why I couldn't figure it out myself. (1669)

## Heat Without Fuel

### "Invention News and Views"

THE DAYS of woodpiles, coal bins and oil tanks may be numbered if the dozen or more companies now experimenting<sup>1</sup> with the heat pump find the device commercially successful. Already three manufacturers who believe<sup>2</sup> the method successful offer equipment for home use.

For many years refrigeration in reverse has been<sup>3</sup> studied as a substitute for fuel heating. Equipment similar to a refrigerator which pumps heat<sup>4</sup> from the cold interior to the warmer air can be used to pump heat from the cold outdoors. Several<sup>5</sup> experimental installations have used this method satisfactorily in the past. Although high cost electric<sup>6</sup> or mechanical energy is needed to operate the heat pump, under favorable conditions<sup>7</sup> it moves more than four times the equivalent in heat. Thus the operation may cost less than a standard furnace<sup>8</sup>. The equipment can also be used for cooling indoor air in summer.

Original cost of the heat pump is<sup>9</sup> said to be about a third greater than that of a warm air furnace with an air-conditioning unit. However,<sup>10</sup> with the probable economy of operation, the elimination of dirt and other hazards<sup>11</sup> connected with fuels, plus the convenience of one automatic system for year-round comfort, the extra cost<sup>12</sup> may be justified.

In mild climates the atmosphere may be used as a heat source, and operation of the heat<sup>13</sup> pump is fairly uncomplicated. Where temperatures are twenty degrees and lower, the capacity must<sup>14</sup> be increased greatly and frosting of outdoor equipment gives trouble. Air in hot climates is not an ideal<sup>15</sup> source of heat either. To overcome difficulties in these areas, science has figured out a way to use the<sup>16</sup> earth.

One of the systems now being made places a horizontal pipe buried below the frost line, while another<sup>17</sup> drills a 200-foot well into the earth for the heat source. The third company offers equipment suitable<sup>18</sup> for a mild climate, using the atmosphere for a heat source. (371)

## Air Insurance for a Quarter

THE "INSUROGRAPH" is being installed at airports for travellers. This vending machine, for a quarter, writes a<sup>1</sup> life insurance policy of five thousand dollars. You just write when your plane leaves, your destination and your<sup>2</sup> beneficiary . . . the machine whirs a moment, and the policy is yours.—*The Advertiser's Digest* (59)



Your students can increase their skill by reading these materials

## Graded Letters for Use with the Gregg Manual

A. E. KLEIN

### For Use with Chapter Four

Dear Sir:

Your letter about the school busses reached us today. The production of these busses is taking up<sup>1</sup> every minute of our time. We are doing everything we possibly can to speed the work along, and our<sup>2</sup> conscientious workers, both the men and the women, are doing their utmost to exceed their quotas. Our engineers<sup>3</sup> are employing all their skill to effect savings of time and money.

But frankly it is utterly impossible<sup>4</sup> to expect the work to go along smoothly when school officials all order their school busses at about the<sup>5</sup> same time of the year and expect to receive them six weeks later.

If we are to carry on our work with due care<sup>6</sup> and see that all busses are built correctly, we must have every order at least six months before the date the<sup>7</sup> purchaser wishes the bus shipped. When we are swamped with orders, we are often forced to take on more help. Usually<sup>8</sup> such workers are inferior, lack experience, and increase waste and expenses. But if we receive orders<sup>9</sup> early enough, we can effect many savings.

We should like you, through your weekly, to urge officials who do<sup>10</sup> the purchasing for their schools, to place their orders early enough so that these savings may be passed along to them.<sup>11</sup>

Yours very truly, (224)

Dear Sir:

During recent years the public has been doing a good deal of dreaming about what the future will bring<sup>1</sup> in the way of quicker and better airplane trips. We have been upset because we have thought that many people may<sup>2</sup> have been lead to expect the impossible. But after studying the replies to our recent questionnaire, we<sup>3</sup> saw that it had been unnecessary for us to be so upset. The replies showed that what the public was most<sup>4</sup> desirous of having is a safe, swift plane and an increase in the number of daily trips.

We express our thanks<sup>5</sup> once more for your help in answering this questionnaire.

Yours truly, (111)

### For Use with Chapter Five

Dear Sir:

The writer has a high-powered car which has gone thousands of miles and looks as fine today as when new. He<sup>1</sup> has been driving it through rain and shine and over all types of roads and high hills. Quite a few times it has been covered<sup>2</sup> with oil, tar, and mud. Yet, in spite of all this use, you cannot tell it from a new car. Try looking at your

own car<sup>3</sup> for a moment and see if you can say the same.

If we can show you a simonizing polish which when applied<sup>4</sup> to the body of your car will make it shine like new, do you not think it would be wise to try it out<sup>5</sup>? We promise<sup>6</sup> you that in case you are not satisfied with this remarkable simonize, we will return your payment<sup>7</sup> immediately.

Yours very truly, (126)

Dear Sir:

The booklets about which you inquired, telling all about our Perfect boilers and Ideal radiators, should reach you in the next mail.

These booklets supply data about Ideal outfits for a regular-sized<sup>1</sup> house and will give you a very good idea of what to expect from the line we produce for the kind of dwelling<sup>2</sup> you mentioned, especially as regards saving of fuel.

We also make boilers for other size houses<sup>3</sup> and for any fuel—coal, oil, or gas—so if your requirements call for another type or size of boiler, we<sup>4</sup> can fill them to your satisfaction fully as well.

Our outfits are put in by reliable heating companies<sup>5</sup> and licensed plumbers. You can get complete details regarding all prices, sizes, and types of Perfect boilers<sup>6</sup> and Ideal radiators by speaking to or writing any of the authorized dealers in your city.

Yours truly, (162)

Dear Sir:

The Ryan dump truck has proved very satisfactory. We have never had any trouble with it.

You<sup>1</sup> may feel free to use our name on the list of users who like it.

Yours truly, (34)

### For Use with Chapter Six

Gentlemen:

Thank you for your letter of October 6, acknowledging receipt of my wire.

The trend of current<sup>1</sup> events points to a big increase in production in all fields of industry. Do you not believe that this is<sup>2</sup> definitely the time to advertise your brand-new line of high-quality paints for buildings? As it seemed reasonable<sup>3</sup> you would agree with me, I wired asking your consent to hold open some space for you in the December issue<sup>4</sup> of Paint News.

I fear that your decision by the 15th is going to be too late, because if we are to<sup>5</sup> revise the copy and get it to the printer in time for publication in December, we are compelled to<sup>6</sup> ask all advertisers to have their entire copy in our hands by October 11.

If I could count on<sup>7</sup> you definitely to take the space, I could grant you four days' time to get your copy to Kent. We shall be unable<sup>8</sup> to wait longer, for this would delay the scheduled publication and prompt delivery of Paint News.

Won't you<sup>9</sup> therefore endeavor to give this your immediate attention and wire me your decision at our expense by<sup>10</sup> Saturday, October 11.

Yours sincerely, (209)

Dear Mr. Flint:

About the first of October Mr. Andrew Rand applied to our company for a bond. At<sup>1</sup> that time

he stated that you had been well acquainted with him and that you could oblige us with a complete record<sup>1</sup> of the applicant's background, character, and previous industrial experience. Thereupon we sent you<sup>2</sup> our regular printed report form.

Since a reasonable time has elapsed without any response from you, it<sup>3</sup> seems apparent that your

knowledge of the applicant's background is such that you are compelled to refrain from vouching<sup>4</sup> for him. Nevertheless, it is our hope that you will respond with a frank expression of your opinion, which we<sup>5</sup> are positive will enable us to come to a sound decision regarding him.

Yours truly, (137)

## Actual Business Letter

### Special Checking Accounts

Mr. Henry Gardner, Webb City, Missouri. Dear Mr. Gardner:

In recent years million of Americans<sup>1</sup> have learned the advantages of having available an accurate record of money earned and money spent.<sup>2</sup> This information is essential for preparing income tax returns, and is useful in controlling expenditures<sup>3</sup> in these days of higher living costs.

A Continental Special Checking Account provides a constant and<sup>4</sup> accurate record of payments. With it you can easily determine what you have earned and what you have spent during<sup>5</sup> any period of the year. It eliminates the problem of maintaining an elaborate budget<sup>6</sup> book. Your checkbook records make it easy for you to see at a glance the amount of cash you have on hand to meet<sup>7</sup> important payments. Each deposit made, each bill paid, is entered here. It is a day-to-day record which helps you<sup>8</sup> budget your income and aids you in promoting thrift.

Now, with a clear-cut record of the deposits you

have made<sup>9</sup> and the bills you have paid, it becomes an easy matter to obtain the complete picture of your financial affairs<sup>10</sup> for the year.

Many times during the year you will consult these forms to verify the payment of bills, compare<sup>11</sup> charges, and guard against the possibility of duplicate payments. Your cancelled checks, which are returned to you,<sup>12</sup> become your evidence of payment. And when you are faced with the preparation of tax reports you will find your<sup>13</sup> checkbook records invaluable.

The Continental Special Checking Account is for individuals who<sup>14</sup> find it advantageous to have a bank balance in which a constant minimum is not required. With a Continental<sup>15</sup> checking account you need only sufficient funds in your account to cover the checks you draw. Deposits<sup>16</sup> can be made by mail. The only expense is the fee of ten cents for each check drawn.

Write or call today for full<sup>17</sup> information.

Very truly yours, (346)

## Transcription Speed Practice

Dear Mr. Wallace:

Is your pay check insured?

Your greatest capital asset is your ability to earn income.<sup>1</sup> To have this income suddenly stopped because of an illness or an accident, with abnormal medical<sup>2</sup> and hospital bills piling up, in addition to normal living costs, is something to cause you real concern.<sup>3</sup>

You can protect your income at once, and forever be free from worry, by securing our Accident and Health<sup>4</sup> policy.

This policy will pay you compensation for practically all sicknesses.

It will pay benefits<sup>5</sup> for all accidents, even for lifetime if totally disabled.

It will pay additional benefits<sup>6</sup> while in a hospital.

It pays even if you are partially disabled.

You can't afford to say, "Sickness and<sup>7</sup> accident can't happen to me," for it happens to millions. Safeguard your greatest asset—your income—today.

The<sup>8</sup> enclosed card will bring you full particulars.

Yours truly, (169)

Dear Mr. Harding:

When you hire employees, it is a richly satisfying experience to find those who<sup>1</sup> are unusually able and efficient.

We offer you a new kind of "employee" that will be of<sup>2</sup> unequalled service in looking after the health and welfare of your personnel, in contributing both to their<sup>3</sup> personal happiness and to their efficiency in your employment.

This "employee" is the distinctive new health<sup>4</sup> insurance program just announced by the Good Health Insurance Company. It is not "just another health insurance,"<sup>5</sup> for there are significant differences in health insurance plans. You will find our plan a fully rounded<sup>6</sup> program carefully developed from the long experience of capable executives and specifically<sup>7</sup> designed to meet the most exacting employer-employee requirements for simplicity, completeness, and<sup>8</sup> economy.

The accompanying folder will give you some of the highlights of this new program.

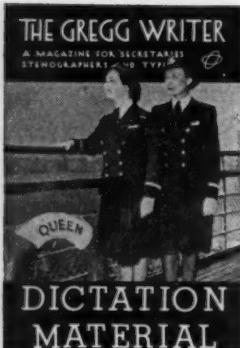
Sincerely yours, (180)

**SCIENCE DIGEST** reports that rocket motors already have been developed that should make it possible to shoot<sup>1</sup> large pay-load carrying rockets for distances upward of 400 miles—about as far as between Pittsburgh<sup>2</sup> and New York. Mail or express could be sent by rocket between these

cities in just seven and a half minutes.—*McGill News* (61)

\* \* \*

A MANUFACTURER is bringing out a new poultry "de-feathering" machine that will take the feathers off<sup>1</sup> 5,000 chickens, turkeys, ducks, or geese in one hour.—*Industrial Press Service* (34)



*These dictation materials are counted in units of 20 standard words.*

## A Sound Achievement

NICHOLS FIELD WILSON  
In "Adventures in Business"

ALL of Eugene F. McDonald's fifty-six years have been a constant refutation of the phrase "it can't be done"<sup>11</sup> because he does, and does it to perfection. He has achieved success, and given immeasurable pleasure and<sup>2</sup> happiness to millions who perhaps never before realized their enjoyment is the result of the inventive<sup>3</sup> genius of this man.

Gene McDonald began his career as a six-dollar-a-week mechanic in an<sup>4</sup> automobile plant. From this minor position he soon advanced to sales manager. Always a practical businessman,<sup>5</sup> McDonald was concerned over the thousands of small merchants who wanted a commercial car but couldn't afford<sup>6</sup> to buy it for cash, as was then the requirement. He went to Chicago and set up the first automobile<sup>7</sup> time-payment company. The news of his "daring" plan spread like wildfire and soon became commonplace.

World War I<sup>8</sup> interrupted the business ventures of our young man, but no sooner had he been released from the Naval Intelligence<sup>9</sup> Division, where he earned the rank of Lieutenant Commander, than he was right back again with another new<sup>10</sup> idea—radionics.

He tracked down two young ex-naval men who were running an amateur short-wave station<sup>11</sup> and making radio sets in the kitchen of their home. McDonald advanced some money and the three formed Zenith<sup>12</sup> Radio Corporation, a firm known the world over today for its impressive lists of radio firsts.

They<sup>13</sup> were the first to broadcast news, built the first short-wave set to be used by an Arctic exploration party; theirs was<sup>14</sup> the first commercially produced portable radio, the first short-wave home receiving set, the first automatic<sup>15</sup> push-button tuning.

An automobile accident, resulting in impaired hearing in one of McDonald's<sup>16</sup> ears, turned his

attention to hearing aids. The fact that there were over ten million people with defective hearing,<sup>17</sup> a very small margin of whom could afford hearing devices, then ranging in price from one hundred dollars to<sup>18</sup> two hundred dollars, troubled McDonald. He didn't see why Zenith, who made and sold an excellent radio<sup>19</sup> for as low as twenty-nine dollars, couldn't employ the same principles in making a satisfactory hearing<sup>20</sup> aid, a hearing aid that was within the means of every one afflicted.

In 1943,<sup>21</sup> after five years of experiments, costing over one million dollars, a device that finally met McDonald's<sup>22</sup> rigid requirements was produced. This aid, second to none in performance, retailed for only forty dollars.<sup>23</sup> Operating on the same theory as radio receivers, this device has a four-position, adjustable<sup>24</sup> tone control. This permits the wearer to adjust his or her own instrument, thus getting away from<sup>25</sup> expensive fittings. Another innovation is a translucent flesh-colored ear piece which is very inconspicuous.<sup>26</sup>

A heart-warming element in the production of the Zenith hearing aid is that much of the work on<sup>27</sup> these instruments is done by hard-of-hearing people. McDonald supplies the workers with instruments, thus making<sup>28</sup> possible a means of self-support for thousands who had long ago resigned themselves to a life of silence.

The<sup>29</sup> thought that the instruments they work on will mean release to those as unfortunate as they once were, has resulted<sup>30</sup> in unparalleled records for production and excellence.

McDonald states that soon a hearing device will attract<sup>31</sup> no more attention than spectacles do now, and who are we to question this statement in the face of what he<sup>32</sup> has already accomplished.

Millions are finding life a far more pleasant adventure due to the keen imagination<sup>33</sup> of Commander McDonald. A man with the ability to turn ideas into realities,<sup>34</sup> "He has grown rich by enriching the lives of others." (689)

## 60 Years of An Idea

T HIS YEAR marks the sixtieth anniversary of federated fund-raising for the support of community<sup>1</sup> services. The idea of holding one joint campaign each year for the support of several services<sup>2</sup> was first put into operation in Denver, Colorado, in 1887. Out of that<sup>3</sup> idea grew and developed the Community Chests of which there are now one thousand in the United States<sup>4</sup> and Canada. Each year about a million unpaid volunteer campaigners help to raise the funds for the support<sup>5</sup> of twelve thousand Red Feather services in these communities.

More than eighty million persons live in the<sup>6</sup> areas covered by Community Chests or their Red Feather services. Child care, family service, character<sup>7</sup>-building activities and health service are those usually supported by Community Chest campaigns. Each<sup>8</sup> year four out of ten families benefit directly from these Red Feather services. Everybody in<sup>9</sup> these communities benefits indirectly from the work they do. This is the growth that an American<sup>10</sup> idea has achieved in sixty years. (206)

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*See the model O.G.A. shorthand plates in The Gregg Writer.*

## Ned's "Bread and Butter" Note

(Junior O. G. A. Test for October)

Dear Benny:

Well, I am off to school again after having had a fine trip back from your home. I dream of the days<sup>1</sup> we spent watching the birds and bees and butterflies flit across the meadows, and of the lazy hours we lay drowsing<sup>2</sup> on the banks of the babbling brook. How we laughed when I recalled the story of our fishing trip—and of our chagrin<sup>3</sup> at having to toss that trout back in the stream.

Ah, me! How can I wait to come again!

Ned (76)

## Knitting

(October O.G.A. Membership Test)

THE KNITTING OF UNDERWEAR requires many operations. The yarn, or thread, is first wound on bobbins. It is then knit into the fabrics by hundreds of tiny needles that go at lightning speed. The thread passes through a guide that takes it on to the needles, and the woven cloth comes out of the bottom of the machine in a continuous stream. The body of the garment is shaped on large knitting machines, the sleeves on smaller ones. There are machines to make buttonholes and to sew on facings and bindings.

When finished, the garment is pressed between hot steel plates or run between heated cylinders, labeled, and packed for shipment.

## Because It Is There!

IN 1924 George Leigh Mallory attempted the ascent to Mount Everest. He and a young<sup>1</sup> companion were last seen only eight hundred feet below the summit. Success seemed to be within their grasp. It seemed<sup>2</sup> as though all the months of planning and preparing were to result in the final conquest of Everest. Watchers<sup>3</sup> below kept their eyes glued to telescopes. They saw the climbers disappear into a mist. And when the mist was gone<sup>4</sup> the climbers had disappeared. What happened is still a mystery.

Why did Mallory and his companion attempt<sup>5</sup> this daring adventure? What were the motives and the forces that led them on? During the question period after<sup>6</sup> a lecture in 1922, Mallory gave the answer. Most of the questions had been about<sup>7</sup> proposed routes, oxygen supply, type of equipment, weather conditions. And then a little girl arose and asked:<sup>8</sup> "I think I understand how you plan to climb Mount Everest, Mr. Mallory, but I still don't see why you want<sup>9</sup> to climb it." Mallory stood quietly for a little while thinking. He didn't laugh, he took the question seriously.<sup>10</sup> Then he spoke: "I want to climb it," he said, "because it is there!"

This true story appears in James Ramsey Ulman's<sup>11</sup> inspiring novel about mountain climbing, "The White Tower." It thrilled me! It seemed to me that the spirit that<sup>12</sup> has built civilization is in those words: "Because it is there!" Men who do things not because of momentary<sup>13</sup> reward but because of a desire to conquer so-called "impossibilities" are the true builders.—*The Silver Lining* (281)

## By Wits and Wags



"The boss finally agreed to buy me a pencil sharpener."

"PLEASE, sir, could I have tomorrow afternoon off—?"

"Ah, yes, your grandmother, I suppose?"

"Exactly, sir; she is making her first parachute jump."

• • •  
"COME, come, my man, you've been looking around here a long time without buying. What do you want?"

"Guess I want another floorwalker," replied the old gentleman. "I'm the new owner."

• • •  
ART DEALER: This is the only Rembrandt for sale in all Europe.

Miss: But you told me you had two.

Art Dealer: Yes, but the other one isn't quite ready yet.

• • •  
OLD FARMER TIGHTMONEY wasn't exactly stingy but mighty economical. One day he fell into the cistern. The water was over his head and cold but he could swim. His wife, attracted by his cries, yelled excitedly down to him. "I'll ring the dinner bell so the boys will come home and pull you out."

"What time is it?" the farmer called up.

"About eleven o'clock."

"No; let 'em work on till dinner time. I'll just swim around till they come."

• • •  
"YES," said the great man, "I woke up one morning and found myself famous."

"It was slightly different with me," sighed the other. "I found myself famous—and then I woke up."

• • •  
JAKE and his friend were walking across the campus discussing important problems.

"Jake," said the friend, "I am beginning to think that girls keep one young."

"How so?"

"Well, I was a freshman three years ago, and I am still a freshman today."



## ON THE LOOKOUT

A. A. BOWLE

**6** The Justowriter Corp. offers a new Flexowriter consisting of two units—a perforator and an automatic typewriter. A letter is typed on the machine, which supplies a type-written record and, at the same time, punches small holes in a narrow tape. The tape is adjusted to the automatic typewriter, and the typing goes ahead on its own. The machine will stop when personalized data are to be inserted by the operator. When the letter is completed, it is removed from the machine and another letterhead inserted. The date, name and address, and salutation are typed personally by the operator; and the automatic typing is continued as before. Approximately 600 letters can be typed in an hour is the manufacturer's claim.

**7** The Rauland Corporation has introduced the Amplicall Electronic Intercommunication system, with the new Amplicall housed in a modern case styled in walnut plastic. New features include "Visual" busy signal, individual looking-type push buttons for station selection, illuminated "on-off" volume control, plug-in cable connection, and a balanced line wiring system said to prevent "cross-talk."

A. A. Bowle  
The Business Education World  
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

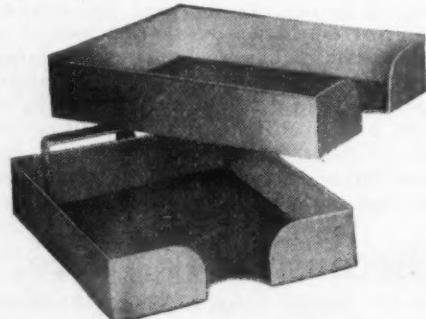
6, 7, 8, 9, 10

Name .....

Address .....

**8** Smilemaster is a good name. Sturdis Posture Chair Company has given it to its posture chairs, which introduce a new full-cushioned seat, 3 inches deep, of three layers of "Nufkraft" topped with foam rubber. New, faster, and easier adjustments are claimed for chair back and seat height. A new Firm-Flex back, maintaining firmness of the back rest, yet permitting it to give to body movements, is available on this Sturdis stenographer's chair.

**9** A new all-steel, Swing-Tier, chrome-plated desk tray in standard or legal sizes, by Shirl-Morr Stationery Products Mfg. Co., is now on the market. The top tray swings on a pivot to a 45-degree angle and automatically stops, permitting easy access to correspondence in the lower tray. Flocked rayon is veneered to the bottom of the lower tray, to prevent scratching any surface on which the tray is placed.



**10** A new steel wastebasket featuring rubber corners to prevent damage to desks is the item made by Maso Steel Products, Corp. It has a baked-enamel finish in green, grey, or walnut and is made of strong sheet steel with reinforced corners, top, and bottom edges. Strong rubber feet keep the basket  $\frac{3}{4}$  inch from the floor; and, with practically waterproof bottom and sides, the new basket may be considered highly fire resistant. Top, 12 inches square; bottom,  $10\frac{1}{4}$  inches square; height,  $14\frac{1}{2}$  inches.

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